



# **Instructor Manual**

## **IDIS 29000 Freshmen Success II**

**Spring 2017**

**Student Success and Transitions**

**Indiana University-Purdue University Fort Wayne**





## **IDIS 29000 Instructor Manual Introduction**

Hello, and welcome to the spring 2017 launch of the newly-designed IDIS 29000: Freshmen Success II course at Indiana University-Purdue University Fort Wayne. This course is designed for conditionally admitted students in the Student Success Program, under the Center for Student Success and Transitions at IPFW. The course will be taught via a number of delivery methods: eight-week face-to-face, which meets twice weekly during the first or second eight weeks of the term; and online eight week during the first or second eight weeks of the term. While online sections of the course use Blackboard (Bb) exclusively, all delivery methods rely on Bb to some degree. All quizzes, assignments, assessments and exams will be submitted via Bb, regardless of the delivery method. This allows instructors and students to work more efficiently and better engage with technology in a professional setting. Additionally, this saves resources and time, as students can print or save items electronically and instructors need not spend time and resources copying, transporting, or storing course materials. The following is a brief overview of the items you will find in this manual and how to use them:

### *Course Design Document*

The course design document is the road map for the analysis, rationale, planning, structure, goals, objectives, and mission of the course. Instructors should be familiar with the learning theories and motivation theories outlined in the document, as these should inform the pedagogical approach implemented in the classroom.

### *Alignment Chart*

The alignment chart gives a handy overview of the cognitive domains, taxonomy, delivery methods, and assessment ideas used in the development of the course modules and lesson plans. This helps instructors ensure that each objective is properly aligned in terms of content and is assessed.

### *Instructor Syllabus Template*

This syllabus template outlines the basic structure for the course. Instructors should only update the instructor information on page one and dates in the tentative schedule. The instructor checklist column of the tentative schedule should be removed from the syllabus in the student version.

### *Supplemental Materials*

Supplemental materials to assist students in understanding expectations and course resources.

### *Textbook Selections*

This manual includes the selections of the textbook that are utilized in this course. The full text is available in PDF format in Bb and in the electronic repository of course materials available on the shared drive.

### *Modules 1-8*

The course units, or modules, are arranged around topics and objectives in the alignment chart.

- Lesson Plans  
Lesson plans are originally designed for eight-week face-to-face sections of the course and instruction should not deviate from the plan. Online and accelerated sections of the course should adapt lesson plans to fit the delivery method while keeping content, point values, and alignment of assessment measures with objectives parallel with the original lesson plan.
- Student Overviews  
Student overviews expand upon the tentative schedule in the syllabus and should be shared with students. Overviews for each delivery method for the course (eight-week face-to-face, online, and hybrid/accelerated face-to-face) are included.
- Supplemental Materials  
Some modules contain supplemental copies of handouts or activities.
- Notes  
Notes pages are provided for your convenience and should be reorganized throughout the manual as best meets your needs.

Assessment tools and plans for the course will be provided as an addendum to the original manual. I look forward to teaching this course with you and serving as a resource throughout the term! Please do not hesitate to contact me with questions, concerns, or corrections.

*Kim*

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**Course Design Document**  
**IDIS 29000: Freshman Success Course II**  
**Prepared by: Kim Myers**  
**Indiana University-Purdue University Fort Wayne**  
**Spring 2017**

**Executive Summary**

This course will serve as a follow-up to the introductory course for students admitted to Indiana University-Purdue University Fort Wayne (IPFW) conditionally.

The following students will be offered conditional admission (CO) into the Student Success Program:

- High School (HA) admits with a high school GPA 2.0-2.49 and one of the following; SAT composite 1120+ (380+ math), ACT 16 (15+ math)
- Adult (AD) admits: students who graduated high school more than two years prior
- GED/HSE (GE): GED 540-570, HSE 2764-3019
- Transfer (TR): students with less than 30 hours of transfer credit and below a 2.0 transfer GPA, or greater than a 2.0 transfer GPA with a high school GPA 2.0-2.49 or test scores per the SAT/ACT/GED/HSE ranges above will be admitted to a pathway in SST

By accepting their offer of admission and enrolling in classes, students are agreeing to adhere to the conditions of their admission.

The first semester course, IDIS 11000, will be one credit hour and will be taken during the first term of conditional admission and will span eight weeks. The face-to-face IDIS 11000 is aimed primarily at high school admits, with the online section developed for all CO admit types (HA, AD, GE, TR). The IDIS 29000 course will be one credit hour, will be taken during the second term of conditional admission (or future terms for students who re-take IDIS 11000, or are enrolled part-time), and will span eight weeks. One online section of the course will be offered and limited to advisor permission. Contingent upon course assessment and student persistence data, future offerings of this course may be developed per GPA tracks, targeting specific skill sets for students who fall within GPA specific guidelines.

The following additional definitions are used in conditional admission:

Full-Time Conditional Release: Full-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 and complete IDIS courses with a grade of "C-" or higher by the end of their second consecutive, regular sixteen-week semester to remain eligible to enroll.

Part-time Conditional Release: Conditionally admitted students who wish to enroll part-time must indicate their intention to do so no later than the final withdrawal deadline during their first regular sixteen-week semester and complete a part-time conditional enrollment agreement. Part-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 and complete both IDIS 11000 and IDIS 29000 with grades of "C-" or higher by the end of their fourth consecutive, regular sixteen-week semester to remain eligible to enroll.

Full-Time Early Release: A conditionally admitted student may declare their major early if they have completed their first semester, have earned at least 12 credits, have earned at least a C- in IDIS 11000, have earned a 2.8 cumulative GPA or higher *and* their intended academic department accepts them.

Part-Time Early Release: A conditionally admitted student may declare their major early if they have completed their first regular sixteen-week semester, have earned at least 12 credits, have earned at least a C- in IDIS 11000, have earned a 2.8 cumulative GPA or higher *and* their intended academic department accepts them.

Ineligible to Enroll: Conditionally admitted students not fulfilling the requirements of their conditional enrollment agreement will be ineligible to enroll for one semester. Students will be notified of their status by the Student Success Program. Students who wish to appeal their ineligibility will appeal through the Admissions appeal committee. Students who wish to return to IPFW after their period of ineligibility ends will be required to follow Admissions reentry processes. Ineligible students who are also academically dismissed, per notification by the Office of the Registrar, will be required to follow Admissions readmission processes.

Degree Pathways: Conditional students will be admitted into degree pathways and will be required to take part in programming designed to support their career and major choice as defined by that pathway. The pathways are as follows:

Business and Leadership (BLPN)

Education (EDPN)

Humanities and Social & Behavioral Sciences (SSPN)

Allied Health Sciences (HLPN)

Engineering and Science (ESPN)

Polytechnic (POPN)

Visual and Performing Arts (VPPN)

This course is intended to continue to aide academically at-risk students in building skills and utilization of resources that lead to college success and is developed with all conditional admit types in mind. Each section will follow the same basic objectives, with intensified focus on motivation, academic skills building, and time management/study skills-building. Student course completion rates, course grades, GPA, persistence, DFW rates, and qualitative student feedback will serve as assessment measures.

### **Project Title**

Conditional Admission Success Course II

### **Sponsoring Organization/Unit/Department**

This course is housed within the Center for Student Success and Transitions (SST) at IPFW.

### **Project Description**

This course is the second in a series of two introductory college success course for academically at-risk students admitted conditionally to the institution.

### **Aim**

This design document serves as the guide for development of the course. This course is intended to aide academically at-risk students in building skills and connecting with resources that lead to college success.

**Target Audience**

The target audience for the course is academically at-risk CO second semester (and beyond, in limited circumstances) traditional and non-traditional college students who earned below a 2.8 first term GPA or are attending part-time.

**Delivery Options**

The course will be delivered face-to-face and taught by students' assigned academic advisors. The course is one credit hour and will be offered as an eight-week course, which meets twice per week for one hour per class meeting. Rare exceptions will be granted to allow students to take the course online, per advisor approval.

**Instructional Need**

Evidence of instructional need based on organizational and/or departmental goals, objectives, mission, and data.

**Learner Analysis****Primary Audience**

Students who fall under the admit types below, are attending full-time, have been admitted conditionally (CO) and have completed at least one regular, sixteen-week semester at IPFW, completed IDIS 11000 with a C- or higher, and earned below a 2.8 cumulative GPA at IPFW. All part-time CO students are required to take IDIS 29000.

- High School (HA) admits with a high school GPA 2.0-2.49 and one of the following; SAT composite 1120+ (380+ math), ACT 16 (15+ math)
- Adult (AD) admits: students who graduated high school more than two years prior
- GED/HSE (GE): GED 540-570, HSE 2764-3019
- Transfer (TR): students with less than 30 hours of transfer credit and below a 2.0 transfer GPA, or greater than a 2.0 transfer GPA with a high school GPA 2.0-2.49 or test scores per the SAT/ACT/GED/HSE ranges above will be admitted to a pathway in SST

**Secondary Audience**

N/A

**General Learner Characteristics**

Learners will first-year college students, spanning various ages, racial/ethnic, sex/gender/sexuality, and other demographic categories. Students may be full-time or part-time.

**Entry Characteristics**

Students will have had one eight-week, one credit hour course including formal study in study skills, time management, and communication. Students will have completed at least one semester of college. Based upon the criteria for CO status, it is presumed that students are academically under-prepared for college. Students may feel frustrated that they are required to take a second college preparation course.

## **Contextual Analysis**

### **Orienting Context**

Students will be required to complete the course as a condition of their admission and learning objectives will be developed by SST staff. Learning objectives will be centered on basic motivation, academic, and personal success skills and communicated to students via the course syllabus. The course will be taught by academic advisors and students will be assigned to the section taught by their assigned advisor. The course developer, SST administration, and academic advisors are responsible for the development, objectives, content, organization, and assessment of the course. Students are responsible for adherence to course requirements and, ultimately, their success in the course. Students may have perceptions and habits about studying, time management, and college that will influence their approach to the course. Students and parents may feel frustrated or have questions about the mandatory nature of the course. Advisors/instructors and SST staff are responsible for communicating the importance of the course during new student orientation and during introductory class meetings. Instruction is developed with respect for cultural diversity including, but not limited to: race, ethnicity, sex, gender, sexuality, gender identity and expression, nationality, religion, political affiliation, ability, age, socioeconomic status, or education.

### **Instructional Context**

The majority of students will meet face-to-face, twice weekly, for one hour each meeting, for eight weeks. Students will complete work in-class and outside of class, both independently and in small groups. Work will be submitted in class and via Blackboard. Students who are granted advisor permission to take an online section of the course will have their assigned advisor switched to the online course instructor for consistency, relationship building, and fuller implementation of proactive/intrusive advising practices. Students will need a computer and access to high-speed internet to complete course requirements. They may use campus resources, public resources, or at-home resources. Students may require a brief tutorial on Blackboard early in the term.

### **Transfer Context**

Students will demonstrate mastery of course objectives through successful completion of assignments and the course. Ultimately, students will demonstrate mastery of course objectives through earning a grade of C- or higher in the course, and/or achievement of a 2.0 cumulative GPA, and/or successful release from CO status after two full semesters (four full semesters for part-time students) at IPFW.



## Application of Learning Theories

The following learning theories will be applied in the development of the course, goals, objectives, assessment tools, and activities:

1. Behaviorism

*Rationale and application:*

Behaviorism focuses on the instructor's role in designing the instruction and learning environment. While the course will be designed and standardized by a central designer, instructors will have input throughout the design process and during the implementation of the course. Instructors will have significant influence over class climate. Student learning is expected to be active and instructors will be responsible for engaging students in active learning. Both face-to-face and online instructors are expected to use Blackboard, and the course shell will be standardized within the LMS for consistency between instructors and consistency of information and access to information for students.

2. Cognitivism

*Rationale and application:*

Cognitivism is centered on the processing of and retrieval of information for use in application. Students will be asked to process, retrieve, and apply information through demonstration of mastery of concepts, in-class discussion, small and large group discussion, assignments, quizzes, exams, written responses, and experiential activities.

3. Attribution Theory

*Rationale and application:*

This theory focuses primarily on achievement and will be applied to the curriculum development for this project in the following ways: qualitative and quantitative information on student preconceptions, attitudes, and values will shape course objectives and assessment tools.

4. Cognitive Dissonance Theory

*Rationale and application:*

Cognitive dissonance theory takes learners values, beliefs, and previous knowledge into account. Students will be required to explore how their values, beliefs and previous knowledge shape their college experience and play a role in their college success.

5. Andragogy

*Rationale and application:*

Andragogy applies specifically to adult learning. Knowles' five assumptions of adult learners will be considered in the development, instruction, and assessment of the course.

- a. Self-concept

As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being

- b. Adult Learner Experience

As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

- c. Readiness to Learn  
As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- d. Orientation to Learning  
As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.
- e. Motivation to Learn  
As a person matures the motivation to learn is internal.

Knowles' four principles of adult learning will also be incorporated:

- a. Adults need to be involved in the planning and evaluation of their instruction.
- b. Experience (including mistakes) provides the basis for the learning activities.
- c. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- d. Adult learning is problem-centered rather

### **Application of Motivational Theories**

The motivational theories applied to this project will primarily include the following:

1. Maslow's Hierarchy of Needs  
This course will primarily incorporate safety, love/belonging, esteem, and self-actualization needs of learners as a motivation to complete course requirements. Incorporation of these areas will be particularly relevant to the resolution of learners' cognitive dissonance.  
Safety: development of inclusive and culturally competent course resources, materials, and classroom climate  
Love/belonging: connecting students with campus resources and their functions, assisting students in building interpersonal connections with students/faculty/staff.  
Esteem: incorporating skills-building and assisting in resolution of cognitive dissonance.  
Self-actualization: focusing on strengths (appreciative advising) and assisting students in development of new skills, interpersonal resources, and intrapersonal resources.
2. Incentive Theory of Motivation  
Students will be encouraged to consider internal or external rewards as a motivator. Adult learners tend to be more intrinsically motivated, while high-school students tend to be more extrinsically motivated. By successfully passing the course and implementing course concepts into their lives, students may better achieve a 2.8 first term GPA, which will exempt them from the second course in the series. Students will also be encouraged to implement course concepts in an effort to meet requirements for release from CO status.

3. Expectancy Theory of Motivation and Goal-Setting Theory  
Students will be encouraged to think about the future and set goals that lead to favorable and desired outcomes, such as exemption from the second success course and release from CO status.

### **Impact of a Diverse Audience on Instruction**

The following minimum anticipated diverse student characteristics should be considered in course development, implementation, and instruction. Advisors/instructors are encouraged to consider unanticipated student characteristics in their approach to instruction.

#### *Specific Entry Characteristics:*

The following characteristics should be considered: age-specific/generational, high school GPA/GED/HSE, length of time since high school, preconceptions about college/study habits/academics, first semester college experiences.

*Learning Style:* Course materials and instruction should demonstrate consideration for visual, aural, verbal, physical/kinesthetic, logical, social, and solitary learning styles. Course requirements should be developed in ways that offer multiple modes of engagement with course concepts and variable modes of assessment.

*Academic Information:* Students in this course are considered academically at-risk based upon their high school GPA and/or SAT score as well as their first-term GPA.

*Personal and Social Characteristics:* Students may have very diverse personal and social characteristics, which will be addressed through incorporation of various levels of Maslow's Hierarchy of Needs.

*Cultural Diversity:* Students will represent diverse cultural groups based on sex/gender/sexuality, race/ethnicity, geographic area (largely NE IN) and socioeconomic status. Once students have been placed into courses, broad demographic characteristics of CO will be reported to instructors.

*Ability:* While students will represent a diverse range of academic abilities, all students will have earned a high school diploma (or equivalent) and completed one semester of college, indicating a base line preparedness for college level work. Individual levels of preparedness and ability will vary.

## **Goal Analysis**

### **Instructional goal:**

The proposed course description for IDIS 29000: Freshman Success Course II is as follows:

Freshman Success II is a course designed to increase the success of first year students by assisting them with the skills necessary to reach their educational goals. This course focuses primarily on the personal-social concerns of motivation and goal-setting. Other topics in this course include advanced study of academic concerns explored in IDIS 11000 such as: academic policies and regulations, academic options, learning skills, study skills, time management. Prerequisite: IDIS 11000. Credit for both IDIS 11000 and 29000 is permitted. Credit for only one of: IDIS 29000, G102, G103, G104 is permitted.

Additional information that is not included in the course description:

This course will be required for second-term CO students who achieved below a 2.8 GPA and required for all part-time CO students. This course will be one credit hour, will be taken during the second term of conditional admission or beyond, and will span eight weeks. One online section of the course will be offered and limited to advisor permission.

### **Goal Achievement:**

Students will demonstrate mastery of course goals and objectives through successful completion of the course and achieving release from CO status (2.0 cumulative GPA and earning 24 credit hours) after two semesters.

### **Goals and Descriptions**

Goals for this course include:

- 1) Building upon the foundational skills that students developed in IDIS 110: Freshman Success
- 2) Encouraging continued and sustained connection with campus resources
- 3) A primary focus on development of motivation and persistence factors
- 4) Continued academic success skills-building
- 5) Maintaining a strong and collaborative partnership between students and advisors/instructors

## **Instructional Objectives**

While some of the IDIS 29000 learning objectives parallel IDIS 110 course goals, the objectives of this course are intended to move students beyond foundational/transitional skills.

### *Terminal Objectives:*

IDIS 29000 Learning Objectives

In this course, students will:

- 1) Demonstrate an understanding of and plan for accommodating their own motivational factors
- 2) Implement a time management plan
- 3) Set personal and academic goals
- 4) Develop and implement study skills that are tailored to their individual courses, learning style, and goals
- 5) Utilize campus resources

*Terminal and Enabling Objectives, Domain, and Taxonomy*

**The course will focus primarily on objectives 1-3.**

- 1) Terminal objective: Demonstrate an understanding of and plan for accommodating their own motivational factors

Enabling objectives:

- a. Demonstrate knowledge and understanding of motivational factors
- b. Demonstrate knowledge and understanding of the relationship between motivation, goal-setting, time management, and academic success
- c. Discuss their own motivational strengths and opportunities for improvement
- d. Identify factors that affect their own motivation
- e. Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system
- f. Evaluate the effectiveness of their motivational support plan
- g. Revise their motivational support plan for implementation during the second eight weeks of the term

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate, create

- 2) Terminal objective: Implement a time management plan

Enabling objectives:

- a. Review the foundational elements of time management plans
- b. Discuss previous semester time management habits and personal and social impacts
- c. Create a time management plan
- d. Critically evaluate other students' time management plans
- e. Utilize a time management aide of choice
- f. Critically evaluate implementation of their own time management plan
- g. Revise their time management plan as needed
- h. Create a time management plan for the second eight weeks of the term

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate

- 3) Terminal objective: Set personal and academic goals

Enabling objectives:

- a. Review goal-setting
- b. Create personal goals
- c. Create academic goals
- d. Critically evaluate and assess classmates' goals
- e. Assess goal progress at regular intervals

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate, create

- 4) Terminal objective: Develop and implement study skills that are tailored to their individual courses, learning style, and goals

Enabling objectives:

- a. Review primary learning styles and study skills
- b. Reflect on previous study plan
- c. Create a study plan for all current or next semester courses
- d. Set academic goals that are consistent with their study plan

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate

- 5) Terminal objective: Utilize campus resources  
Enabling objectives:  
a. Review campus resources  
b. Meet with academic advising one-on-one a minimum of one time during the course  
c. Utilize a minimum of one campus resource other than advising  
d. Participate in a minimum of one campus event  
Domain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, evaluate, create

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## IDIS 29000 Alignment Chart

**Text:** Peak Performance 9th Ed Ferrett \$30 rent/\$88 buy, supplemental readings (SR) Bb, handouts (H) Bb

**Taxonomy:** Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

**Domains:** Cognitive (C), Affective (A), Psychomotor (P)

Terminal Objective 1: Demonstrate an understanding of and plan for accommodating their own motivational factors							
Enabling Objectives	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
<b>1.1</b> Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap	F2F	Readings, quizzes, discussions, exam	Reading, discussion	Discussion, quizzes, final exam	
<b>1.2</b> Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap	F2F	Quiz, response piece		Quiz, response piece	
<b>1.3</b> Discuss their own motivational strengths and opportunities for improvement	A	Ap/An	F2F	Discussion participation, response pieces		Discussion, response piece	
<b>1.4</b> Identify factors that affect their own motivation	C/A	Ap/An/E	F2F	Discussion, response piece		Discussion, response piece	
<b>1.5</b> Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system	C/P	Cr	F2F	Plan assignment		Plan assignment	

<b>1.6</b> Evaluate the effectiveness of their motivational support plan	C/P	An/E	F2F	Peer evaluations			Peer evaluations
<b>1.7</b> Revise their motivational support plan for implementation	C/P	Cr	F2F	Response piece		Response piece	
<b>Terminal Objective 2: Implement a time management plan</b>							
<b>Enabling Objectives</b>	<b>Domain</b>	<b>Taxonomy</b>	<b>Delivery Method</b>	<b>Assessment Idea</b>	<b>Absorb Activity</b>	<b>Do Activity</b>	<b>Connect Activity</b>
<b>2.1</b> Review the foundational elements of time management plans	C	R/U	F2F	Quiz, assignments, final exam	Review discussion	Review Quiz, final exam	
<b>2.2</b> Discuss previous semester time management habits and personal and social	C/A	Ap/An	F2F	Response piece	Discussion		
<b>2.3</b> Create a time management plan	C/P	Ap/Cr	F2F	Time management assignment		Create plan	
<b>2.4</b> Critically evaluate other students' time management plans	C/P	An/E	F2F	Peer evaluations		Evaluate peers	
<b>2.5</b> Utilize a time management aid of choice	P	Ap	F2F	Response piece		Choose aid, discuss, submit response	
<b>2.6</b> Critically evaluate implementation of their own time management plan	C/P	An/E	F2F	Response piece			Evaluations



2.7 Revise their time management plan as needed	C/P	E/Cr	F2F	Response piece		Discussion, submit response piece	
2.8 Create a time management plan for the second eight weeks of the term	C/P	Cr	F2F	Time management assignment		Submit plan	
<b>Terminal Objective 3: Set personal and academic goals</b>							
Enabling Objectives	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
3.1 Review goal-setting	C	R/U	F2F	Quiz, final exam	Review discussion	Review Quiz, final exam	
3.2 Create personal goals	C/P	Ap/Cr	F2F	Goals assignment		Create goals	
3.3 Create academic goals	C/P	Ap/Cr	F2F	Goals assignment		Create goals	
3.4 Critically evaluate and assess classmates' goals	C/P	An/E	F2F			Small group discussion	
3.5 Assess goal progress at regular intervals	C	An/E	F2F				Submit progress reports
<b>Terminal Objective 4: Develop and implement study skills that are tailored to their individual courses, learning style, and goals</b>							
Enabling Objectives	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
4.1 Review primary learning styles and study skills	C	R/U	F2F	Quiz, discussion, final exam	Reading, discussion	Discuss, quiz, final exam	

<b>4.2</b> Reflect on previous study plan	C/A	Ap/An	F2F	Discussion, response piece		Discussion, response piece	
<b>4.3</b> Create a study plan for all current or next semester courses	C/P	Ap/Cr	F2F	Study plan assignment		Create plan	
<b>4.4</b> Set academic goals that are consistent with their study plan	C/P	Ap/Cr	F2F	Goal evaluation			Goal progress report
<b>Terminal Objective 5: Utilize campus resources</b>							
Enabling Objectives	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
<b>5.1</b> Review campus resources	P	Ap	N/A	Advising appointment reports		Meet w/advising	
<b>5.2</b> Meet with academic advising a minimum of one time during the course	P	Ap	N/A	Advising appointment reports		Meet w/advising	
<b>5.3</b> Utilize a minimum of one campus resource other than advising	P	Ap	N/A	Submit documentation		Use resources	
<b>5.4</b> Participate in a minimum of one campus event	P	Ap	N/A	Submit documentation		Use resources	

**IDIS 29000: Freshman Success Course II**  
**Center for Student Success and Transitions**  
**Student Success Program**  
**IPFW Spring 2017**

Instructor:

Office:

Phone:

(Monday-Friday 8:00 a.m.-5:00 p.m.)

E-mail:

(preferred contact method)

Office Hours:

Dates:

### **Course Description**

Freshman Success II is a course designed to increase the success of first year students by assisting them with the skills necessary to reach their educational goals. This course focuses primarily on the personal-social concerns of motivation and goal-setting. Other topics in this course include advanced study of academic concerns explored in IDIS 11000 such as: academic policies and regulations, academic options, learning skills, study skills, time management. (1 credit hour) Prerequisite: IDIS 11000. Credit for both IDIS 11000 and 29000 is permitted. Credit for only one of: IDIS 29000, G102, G103, G104 is permitted.

### **Course Goals**

Goals for this course include:

- 1) Building upon the foundational skills that students developed in IDIS 110: Freshman Success
- 2) Encouraging continued and sustained connection with campus resources
- 3) A primary focus on development of motivation and persistence factors
- 4) Continued academic success skills-building
- 5) Maintaining a strong and collaborative partnership between students and advisors/instructors

### **Student Learning Objectives**

In this course, students will:

- 1) Demonstrate an understanding of and plan for accommodating their own motivational factors
- 2) Implement a time management plan
- 3) Set personal and academic goals
- 4) Develop and implement study skills that are tailored to their individual courses, learning style, and goals
- 5) Utilize campus resources

### **Text:**

Ferrett, S.K. (2015). Peak Performance: Success in College and Beyond. New York: McGraw-Hill Education. ISBN: 978-0-07-352248-7 MHID: 0-07-352248-1

### **Educational Beliefs**

You are in charge of your education. You, and only you, will determine how much you gain from each class. In this class, I am here as a guide to help you in your process of learning. I will do my best to provide a forum in which community can be built, provide you with materials and discussion topics in attempts to engage you with the material, and, above all, to offer you the opportunity to challenge yourself and your perceptions, and to push you to open to different perceptions. Your job is simply to be engaged.

### Course Resources

Students will rely on the course resources listed below. Resources beyond the text will be posted to Blackboard within one week of the week for which they should be utilized. **Students should not use outside resources unless instructed to do so.**

\*Textbook

\*Supplemental readings, video, and web links

\*Audio/visual supplements

\*Word, Pages, or a similar word processing program (required)

### Grading

Course assignments and examinations will be weighted as follows:

Assignments	40%
Quizzes	30%
Participation	20%
Final Exam	10%

1. **Assignments:** Students may complete in-class and out-of-class assignments, response pieces, and/or presentations throughout the term. Items and instructions will be posted in weekly folders on Blackboard; see the syllabus schedule and weekly overviews for deadlines.
2. **Quizzes:** Quizzes may include cumulative and non-cumulative multiple choice questions based on reading and discussion, short answer, fill-in-the-blank, matching, and non-cumulative essay questions.
3. **Participation:** Participation points will be earned through active participation in activities, discussion, completion of course requirements by posted deadlines, logging on to Blackboard at least once per week, and accessing course tools. This category may also include rare and limited extra credit opportunities.
4. **Final Exam:** The final exam may include cumulative and non-cumulative multiple choice questions from throughout the semester, non-cumulative essay questions, and a cumulative essay question, requiring students to synthesize and apply concepts from throughout the semester.

### Grade Scale

The final grade will be based on the following scale:

Percentage	Letter Grade	Percentage	Letter Grade
95-100%	<b>A</b>	73-76%	<b>C</b>
90-94%	<b>A-</b>	70-72%	<b>C-</b>
87-89%	<b>B+</b>	67-69%	<b>D+</b>
83-86%	<b>B</b>	63-66%	<b>D</b>
80-82%	<b>B-</b>	60-62%	<b>D-</b>
77-79%	<b>C+</b>	59% and below	<b>F</b>

### Desired Commitment from Students

1. Roughly 2-6 hours per week (2 hours in-class, and up to 4 hours outside of class). Here is how that breaks down: The minimum full-time college enrollment is 12 credit hours. This is based on the presumption that the average student in a 3-credit hour class will spend a total of 10 hours on that class per week (times 4 classes equals 40 hours). You must be engaged with the course, its materials, & with both your instructor & other students throughout the course.
2. A commitment to: Participate fully and meet or exceed expectations, seek assistance from the instructor as needed, be resourceful in teaching yourself how to use and trouble-shooting Blackboard and other technology needed in this course, and willingness to make this class a priority.
3. You are required to make your own reliable arrangements for transportation using a reliable computer with reliable Internet access and submit your materials on time. This includes having a back-up plan should your primary transportation, computer or Internet connection be unavailable. If you are using computers in a library, be sure to bring headphones.

### Course Policies

1. **You are expected to log in to the electronic classroom on Blackboard and access resources at least once per week.** The electronic classroom also includes use of your IPFW email account. Your IPFW email account is your official means of communication with the University. Students are expected to check official university email at least twice per week, as well as the announcements section of the course Blackboard site. If you experience difficulties with email or Blackboard, you must notify your instructor and IT Services immediately!
2. **Generally, late items will not be accepted. Late assignments, quizzes, and exams may only be accepted at the instructor's discretion, and may require documentation of illness, injury, or emergency.** Alternately, exemptions may occasionally be offered in lieu of extension. Accepted late materials may receive a grade reduction. Due dates for assignments are stated on the syllabus. Technical difficulties, illness, transportation issues, etc. do not constitute a valid reason to fail to submit a course requirement when it is due unless Blackboard is down during the submission deadline. Students are strongly encouraged to plan well and complete course requirements ahead of the deadline, leaving time for unexpected personal or technological delays.
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5. All students should use appropriate "netiquette" in online communication with classmates and the instructor. Disrespectful language or tone may require a phone or face-to-face appointment to follow up on the email, comment, or discussion post, at the instructor's discretion.
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This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At IPFW, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours.
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5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
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9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

a. In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at IPFW, academic departments should establish a written policy/statement, addressing the professional or ethical standards for their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement.

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Walb Union 113 | 260-481-6657 | [www.ipfw.edu/ssd](http://www.ipfw.edu/ssd)

**Student Assistance Program (SAP)** Offers free and confidential short-term group, individual, and couples counseling to all currently enrolled IPFW students.

Walb Union 111 | 1-800-721-8809 | <http://www.ipfw.edu/counseling>

**Center for Healthy Living** works with local physicians to meet your healthcare needs and to complement the services of a student's primary healthcare provider.

Walb Union 234 | 260-481-5748 | [www.ipfw.edu/clinic](http://www.ipfw.edu/clinic)

<b>Additional Support</b>
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**Your instructor/advisor!** Please contact your instructor via phone or email via official university email per the email address listed at the top of the syllabus. You may also make arrangements for a phone or face-to-face appointment (may require advance scheduling during peak advising times) at any time during the term. Do not wait until the end of the course to address concerns regarding the material, grades, or difficulties with classmates!

<b>Tentative Schedule</b>	Schedule is tentative and due dates are subject to change. Students will be informed of changes via email, Blackboard, and/or in-class announcements. Overviews give additional details. Please see weekly folders on Blackboard. Each week begins on Monday and ends on Sunday, unless otherwise noted.	<b>Instructor Prep Notes and Checklist:</b>  <b>Weekly folders begin Monday of preceding week at 12 am</b>  <b>Weekly folder availability end date 6/30/17</b>  <b>Course availability end date 6/30/17</b>
<b>WEEK 1</b> <b>January 9-15<sup>th</sup></b>  16 Week Course Late Registration and Drop/Add: Jan 9 <sup>th</sup> -13 <sup>th</sup>  16 Week Course Audit-to-credit and credit-to-audit deadline: Jan 13 <sup>th</sup>  16 Week Course Last Day for Full Refund: January 15 <sup>th</sup>  8 Week Course Last Day for Full Refund: January 11 <sup>th</sup>	Day of week:  Topic: Review  Reading: None  Participation: In-class Discussion  Assignments and Assessments: Intro and Syllabus Quiz Review Quiz	____ set up Bb ____ update syllabus ____ create student copy of syllabus ____ post student syllabus PDF on Bb ____ add student syllabus to shared drive ____ review instructor manual ____ review lesson plan ____ read chapters/supplements ____ check handouts, assignments and quizzes ____ prep for activities and/or discussion
<b>WEEK 2</b> <b>Jan 16-22<sup>nd</sup></b>  <b>No classes Monday, Jan 16<sup>th</sup> MLK Jr. Day</b>	Day of week:  Topic: Motivation  Reading: Chapter 2: Expand Your Emotional Intelligence (available via Bb)  Participation: In-class Discussion and Activities  Assignments and Assessments: Chapter 2 Quiz	____ Monday courses will need to plan around MLK Jr. Day ____ review lesson plan ____ read chapters/supplements ____ check handouts, assignments and quizzes ____ prep for activities and/or discussion



	Day of week: Topic: Motivation Reading: None Participation: In-class Discussion and Activities Assignments and Assessments: Motivation Response Piece 2	____review lesson plan ____read chapters/supplements ____check handouts, assignments and quizzes ____prep for activities and/or discussion
<b>WEEK 3</b> <b>Jan 23-29<sup>th</sup></b>	Day of week: Topic: Motivation Reading: Chapter 12: Build Supportive and Diverse Relationships Participation: In-class Discussion and Activities Assignments and Assessments: Chapter 12 Quiz	____review lesson plan ____read chapters/supplements ____check handouts, assignments and quizzes ____prep for activities and/or discussion
	Day of week: Topic: Motivation Reading: None Participation: In-class Discussion and Activities Assignments and Assessments: Motivational Support Plan	____review lesson plan ____read chapters/supplements ____check handouts, assignments and quizzes ____prep for activities and/or discussion
<b>WEEK 4</b> <b>Jan 30-Feb 5</b> 16 week course refund period ends: Feb 5 <sup>th</sup>	Day of week: Topic: Time Management Reading: Chapter 3: Manage Your Time Participation: In-class Discussion and Activities Assignments and Assessments: Chapter 3 Quiz Time Management Plan (rough draft)	____review lesson plan ____read chapters/supplements ____check handouts, assignments and quizzes ____prep for activities and/or discussion
	Day of week: Topic: Time Management Reading: None	____review lesson plan ____read chapters/supplements ____check handouts, assignments and quizzes ____prep for activities and/or discussion ____post midterm grades

	<p>Participation: In-class Discussion and Activities</p> <p>Assignments and Assessments: Time Management Plan (final draft) Time Management Response Piece</p>	
<p><b>WEEK 5</b> <b>Feb 6-12<sup>th</sup></b></p> <p>16 week course pass/not pass deadline: February 6<sup>th</sup></p> <p>8 week course withdrawal deadline: Friday, February 10<sup>th</sup></p>	<p>Day of week:</p> <p>Topic: Goals</p> <p>Reading: Chapter 13: Develop Positive Habits</p> <p>Participation: In-class Discussion and Activities</p> <p>Assignments and Assessments: Chapter 13 Quiz Goals Assignment (rough draft)</p>	<p>___review lesson plan</p> <p>___read chapters/supplements</p> <p>___check handouts, assignments and quizzes</p> <p>___prep for activities and/or discussion</p> <p>___review midterm evals</p>
	<p>Day of week:</p> <p>Topic: Goals</p> <p>Reading: Supplemental Reading available via Bb</p> <p>Participation: In-class Discussion and Activities</p> <p>Assignments and Assessments: Time Management Plan (extra credit: revisions) Goals Assignment (final draft)</p>	<p>___review lesson plan</p> <p>___read chapters/supplements</p> <p>___check handouts, assignments and quizzes</p> <p>___prep for activities and/or discussion</p>
<p><b>WEEK 6</b> <b>Feb 13-19<sup>th</sup></b></p>	<p>Day of week:</p> <p>Topic: Study Skills</p> <p>Reading: Chapter 5: Listen and Take Effective Notes</p> <p>Participation: In-class Discussion and Activities</p> <p>Assignments and Assessments: Chapter 5 Quiz</p>	<p>___review lesson plan</p> <p>___read chapters/supplements</p> <p>___check handouts, assignments and quizzes</p> <p>___prep for activities and/or discussion</p>
	<p>Day of week:</p> <p>Topic: Study Skills</p> <p>Reading: Chapter 6: Actively Read</p> <p>Participation: In-class Discussion and Activities</p>	<p>___review lesson plan</p> <p>___read chapters/supplements</p> <p>___check handouts, assignments and quizzes</p> <p>___prep for activities and/or discussion</p>

	Assignments and Assessments: Chapter 6 Quiz Reading and Notes Response Piece	
<b>WEEK 7</b> <b>Feb 20-26<sup>th</sup></b>	Day of week:  Topic: Study Skills  Reading: Chapter 7: Improve Your Memory Skills  Participation: In-class Discussion and Activities  Assignments and Assessments: Chapter 7 Quiz	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion
	Day of week:  Topic: Study Skills  Reading: Chapter 8: Excel at Taking Tests  Participation: In-class Discussion and Activities  Assignments and Assessments: Chapter 8 Quiz Study Plan	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion
<b>WEEK 8</b> <b>Feb 27<sup>th</sup>-</b> <b>March 5<sup>th</sup></b>  16 week course withdrawal deadline: March 17 <sup>th</sup>	Day of week:  Topic: Course Wrap-up  Reading: None  Participation: In-class Discussion  Assignments and Assessments: Campus Resources Assignment Campus Event Assignment Comprehensive Response Piece	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion
	Day of week:  Topic: Course Wrap-up  Reading: None  Participation: None  Assignments and Assessments: Final Exam Assignment Revisions Due (extra credit)	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion



**IDIS 29000: Freshman Success Course II**  
**Center for Student Success and Transitions**  
**Student Success Program**  
**IPFW Spring 2017**

Instructor:

Office:

Phone:

(Monday-Friday 8:00 a.m.-5:00 p.m.)

E-mail:

(preferred contact method)

Office Hours:

Dates:

**Course Description**

Freshman Success II is a course designed to increase the success of first year students by assisting them with the skills necessary to reach their educational goals. This course focuses primarily on the personal-social concerns of motivation and goal-setting. Other topics in this course include advanced study of academic concerns explored in IDIS 11000 such as: academic policies and regulations, academic options, learning skills, study skills, time management. (1 credit hour) Prerequisite: IDIS 11000. Credit for both IDIS 11000 and 29000 is permitted. Credit for only one of: IDIS 29000, G102, G103, G104 is permitted.

**Course Goals**

Goals for this course include:

- 1) Building upon the foundational skills that students developed in IDIS 110: Freshman Success
- 2) Encouraging continued and sustained connection with campus resources
- 3) A primary focus on development of motivation and persistence factors
- 4) Continued academic success skills-building
- 5) Maintaining a strong and collaborative partnership between students and advisors/instructors

**Student Learning Objectives**

In this course, students will:

- 1) Demonstrate an understanding of and plan for accommodating their own motivational factors
- 2) Implement a time management plan
- 3) Set personal and academic goals
- 4) Develop and implement study skills that are tailored to their individual courses, learning style, and goals
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**Text:**

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Walb Union 118 | 260-481-6608 | [www.ipfw.edu/odma](http://www.ipfw.edu/odma)

**Services for Students with Disabilities (SSD)** determines and helps provide accommodations and services to students with disabilities. This support also includes temporary disabilities.

Walb Union 113 | 260-481-6657 | [www.ipfw.edu/ssd](http://www.ipfw.edu/ssd)

**Student Assistance Program (SAP)** Offers free and confidential short-term group, individual, and couples counseling to all currently enrolled IPFW students.

Walb Union 111 | 1-800-721-8809 | <http://www.ipfw.edu/counseling>

**Center for Healthy Living** works with local physicians to meet your healthcare needs and to complement the services of a student's primary healthcare provider.

Walb Union 234 | 260-481-5748 | [www.ipfw.edu/clinic](http://www.ipfw.edu/clinic)

<b>Additional Support</b>
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**Your instructor/advisor!** Please contact your instructor via phone or email via official university email per the email address listed at the top of the syllabus. You may also make arrangements for a phone or face-to-face appointment (may require advance scheduling during peak advising times) at any time during the term. Do not wait until the end of the course to address concerns regarding the material, grades, or difficulties with classmates!

<b>Tentative Schedule</b>	Schedule is tentative and due dates are subject to change. Students will be informed of changes via email, Blackboard, and/or in-class announcements. Overviews give additional details. Please see weekly folders on Blackboard. Each week begins on Monday and ends on Sunday, unless otherwise noted.	<b>Instructor Prep Notes and Checklist:</b>  <b>Weekly folders begin Monday of preceding week at 12 am</b>  <b>Weekly folder availability end date 6/30/17</b>  <b>Course availability end date 6/30/17</b>
<b>WEEK 1</b> <b>January 9-15<sup>th</sup></b>  16 Week Course Late Registration and Drop/Add: Jan 9 <sup>th</sup> -13 <sup>th</sup>  16 Week Course Audit-to-credit and credit-to-audit deadline: Jan 13 <sup>th</sup>  16 Week Course Last Day for Full Refund: January 15 <sup>th</sup>  8 Week Course Last Day for Full Refund: January 11 <sup>th</sup>	Topic: Review  Reading: None  Participation: Video and Discussion Board  Assignments and Assessments: Intro and Syllabus Quiz Review Quiz	____ set up Bb ____ update syllabus ____ create student copy of syllabus ____ post student syllabus PDF on Bb ____ add student syllabus to shared drive ____ review instructor manual ____ review lesson plan ____ read chapters/supplements ____ check handouts, assignments and quizzes ____ prep for activities and/or discussion
	Topic: Motivation  Reading: Chapter 1: Be a Lifelong Learner (available via Bb)  Participation: Video and Discussion Board  Assignments and Assessments: Chapter 1 Quiz Motivation Response Piece 1	____ review lesson plan ____ read chapters/supplements ____ check handouts, assignments and quizzes ____ prep for activities and/or discussion
<b>WEEK 2</b> <b>Jan 16-22<sup>nd</sup></b>  <b>No classes Monday, Jan 16<sup>th</sup> MLK Jr. Day</b>	Topic: Motivation  Reading: Chapter 2: Expand Your Emotional Intelligence (available via Bb)  Participation: Video and Discussion Board  Assignments and Assessments: Chapter 2 Quiz	____ Monday courses will need to plan around MLK Jr. Day ____ review lesson plan ____ read chapters/supplements ____ check handouts, assignments and quizzes ____ prep for activities and/or discussion
	Topic: Motivation  Reading: None  Participation: Video and Discussion Board  Assignments and Assessments: Motivation Response Piece 2	____ review lesson plan ____ read chapters/supplements ____ check handouts, assignments and quizzes ____ prep for activities and/or discussion

<b>WEEK 3</b> <b>Jan 23-29<sup>th</sup></b>	Topic: Motivation  Reading: Chapter 12: Build Supportive and Diverse Relationships  Participation: Video and Discussion Board  Assignments and Assessments: Chapter 12 Quiz	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion
	Topic: Motivation  Reading: None  Participation: Video and Discussion Board  Assignments and Assessments: Motivational Support Plan	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion
<b>WEEK 4</b> <b>Jan 30-Feb 5</b>  16 week course refund period ends: Feb 5 <sup>th</sup>	Topic: Time Management  Reading: Chapter 3: Manage Your Time  Participation: Video and Discussion Board  Assignments and Assessments: Chapter 3 Quiz Time Management Plan (rough draft)	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion
	Topic: Time Management  Reading: None  Participation: Video and Discussion Board  Assignments and Assessments: Time Management Plan (final draft) Time Management Response Piece	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion ___post midterm grades
<b>WEEK 5</b> <b>Feb 6-12<sup>th</sup></b>  16 week course pass/not pass deadline: February 6 <sup>th</sup>  8 week course withdrawal	Topic: Goals  Reading: Chapter 13: Develop Positive Habits  Participation: Video and Discussion Board  Assignments and Assessments: Chapter 13 Quiz Goals Assignment (rough draft)	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion ___review midterm evals

<p>deadline: Friday, February 10<sup>th</sup></p>	<p>Topic: Goals</p> <p>Reading: Supplemental Reading available via Bb</p> <p>Participation: Video and Discussion Board</p> <p>Assignments and Assessments: Time Management Plan (extra credit: revisions) Goals Assignment (final draft)</p>	<p>___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion</p>
<p><b>WEEK 6</b> <b>Feb 13-19<sup>th</sup></b></p>	<p>Topic: Study Skills</p> <p>Reading: Chapter 5: Listen and Take Effective Notes</p> <p>Participation: Video and Discussion Board</p> <p>Assignments and Assessments: Chapter 5 Quiz</p>	<p>___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion</p>
	<p>Topic: Study Skills</p> <p>Reading: Chapter 6: Actively Read</p> <p>Participation: Video and Discussion Board</p> <p>Assignments and Assessments: Chapter 6 Quiz Reading and Notes Response Piece</p>	<p>___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion</p>
<p><b>WEEK 7</b> <b>Feb 20-26<sup>th</sup></b></p>	<p>Topic: Study Skills</p> <p>Reading: Chapter 7: Improve Your Memory Skills</p> <p>Participation: Video and Discussion Board</p> <p>Assignments and Assessments: Chapter 7 Quiz</p>	<p>___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion</p>
	<p>Topic: Study Skills</p> <p>Reading: Chapter 8: Excel at Taking Tests</p> <p>Participation: Video and Discussion Board</p> <p>Assignments and Assessments: Chapter 8 Quiz Study Plan</p>	<p>___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion</p>

<b>WEEK 8</b> <b>Feb 27<sup>th</sup>-</b> <b>March 5<sup>th</sup></b>  16 week course withdrawal deadline: March 17 <sup>th</sup>	Topic: Course Wrap-up  Reading: None  Participation: Video and Discussion Board  Assignments and Assessments: Campus Resources Assignment Campus Event Assignment Comprehensive Response Piece	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion
	Topic: Course Wrap-up  Reading: None  Participation: None  Assignments and Assessments: Final Exam Assignment Revisions Due (extra credit)	___review lesson plan ___read chapters/supplements ___check handouts, assignments and quizzes ___prep for activities and/or discussion



**What do I do if my grade is not what I expected?**

Sometimes, the grades you earn don't reflect the seriousness of the effort you put in or the understanding of the material or the assignment you thought you had. If you find that your grade on a particular item isn't what you expected, please take the following steps:

Step 1: Re-read the assignment/topic/task instructions and read the response you posted. Often times, students find that they simply failed to fully respond, which negatively impacted their score.

Step 2: If the score in question is for a discussion board or quiz and completing "Step 1" does not resolve your concern, please read the DB and quiz samples in the "Resources" folder.

Step 3: If steps 1 and 2 don't resolve your concerns, please email your instructor regarding your concern. Please let your instructor know what your concern is, what steps you have taken to better understand your score, several time frames you may be reached via phone in the next 48 hours and a phone number where you may be reached.

While you may NOT resubmit your work for a higher score, understanding why your score is what it is can help you improve your work in the next module! Scores of "zero" typically indicate that the item was not submitted.

### IDIS 11000/29000 Contact Guidelines

When taking online classes, it is sometimes difficult to determine who you should contact for specific questions and what communication channel you should use. Before contacting your professor or classmates regarding course-specific questions, be sure to scan the syllabus, Blackboard announcements, weekly overview, and course resources folder (under “Resources”) to search for an immediate answer to your questions. Additionally, you may find the chart below helpful this term.

Contact Method/Person	Types of Questions/Concerns	Why
<i>Instructor Email</i>	Course-specific questions Questions about assignments Emergencies or illness When immediate response isn't required To set a specific time to phone or Skype Do not submit assignments via email  <b>**Any time outside of regular 8:00 a.m.-5:00 p.m. business hours**</b>	Students should use their official university email address (IPFW or Purdue) when communicating with their instructor via email. Because of federal privacy guidelines under FERPA, it is important that we ensure that we are only sharing your personal academic information with you. Email from non-university addresses may not receive a response.
<i>Instructor Phone</i> Mon-Fri 8:00 a.m.-5:00 p.m.	Course-specific questions Questions about assignments Emergencies or illness When an immediate response is preferred	
<i>Assignment/Assessment Links</i>	All assignments, quizzes, and exams should be submitted via the specific link for the item. Students are responsible for checking to make sure their work was submitted properly. Work submitted via <b>email is not accepted</b> , except in approved instances regarding technical/Blackboard difficulties.	
<i>Discussion Board</i>	Only for responses to assigned Discussion Board topics and responding to classmates' Discussion Board posts.	
<i>IT Services</i>  IPFW: 260-481-6030 <a href="mailto:helpdesk@ipfw.edu">helpdesk@ipfw.edu</a>	Blackboard technical issues Email technical issues Difficulties submitting assignments Difficulties submitting assessments	If technical issues prevent you from completing course requirements by the deadline, please Cc your instructor on your message to IT and contact the instructor to request to submit items via email
<i>Academic Advisor</i>	Dropping/withdrawing or auditing any course	Dropping, withdrawing or auditing a course may involve academic and financial considerations that you need to be aware of. If you're not sure who your advisor is, check <a href="http://my.ipfw.edu">my.ipfw.edu</a> .



## Sample Discussion Board

The following examples should be used as rough guidelines when posting discussion board original posts and classmate responses. . .

### ***Sample Discussion Board Topic***

Explain how or if television influences violence in society. Give one example from your own experience to back up your argument.

### ***Sample Posts***

#### *Sample "F" Post:*

Television makes people more violent and causes more crime in society because people see stuff more that they wouldn't see if it wasn't on t.v. Plus, my cousin was a nice person and then he beat someone up in a bar because he watched a lot of television.

#### *Sample "C" Post:*

Lots of people blame television for violence and crime but I think that sometimes it's just what people want to see and that's why there's so much of it on. If someone watches a lot of television, they might think the world is a more violent place or tend to act more violent or think that it's more acceptable. I know that when my kids were small, they would watch Power Rangers, then try to do the moves on one another and play in a more aggressive way, so I do think that the media has some influence on violence in society.

#### *Sample "A" Post:*

Based upon the reading for this unit, television might influence society and society might influence what is on television. Those who blame television news or shows for violence, crime and anxiety in our society are failing to realize that such shows wouldn't be on if no one was watching. By creating a market for sensationalized news and violent programming, we are essentially "asking" for more of the same programming. However, watching violent programming might also lead to desensitization to violence, which may make someone act in more violent ways. If it doesn't encourage them to ACT, it may encourage them to at least become less sensitive when they see violence in their own lives. I mean, look at the examples in 2009-2010 of school fights that students filmed on their cell phones and posted to YouTube, while doing nothing to help the victims. In my own life, I have noticed that my children tend to act out more and play more roughly with each other after watching television programming with a lot of action or fighting. While some might "blame" the programming for that behavior, it's my responsibility as a parent to know my child's ability to separate reality from fiction and choose age-appropriate programming. When I notice my children behaving differently after watching certain programming, I do not allow them access to that programming again.

### ***Sample Classmate Responses to "A" Post***

#### *Sample "F" Response:*

I disagree, my children have never acted out violently because of something they saw on television because I explain to them that it's pretend and that real life is different. Plus, people have to be responsible for their actions and can't blame television every time they do something wrong.

#### *Sample "C" Response:*

I think that we have to look at society more broadly, Stu, and not just at children and how they respond to violent programming. Children would be expected to respond differently to violent programming than adults because they process things differently. I do think you're on to something with the way television makes us less sensitive to violence, though.

#### *Sample Sam "A" Response:*

I agree with you, Stu, I think that parents should have more responsibility for what their kids are watching and whether or not it is age-appropriate programming. I think that parents hold the most responsibility for what children watch and if children are exposed to age-appropriate television from an early age, they might develop a better sense of reality versus fiction. I disagree, though, that society is responsible for the violence that's on television. I think the mass media, particularly television, create and produce what they think will bring in top advertising and product placement revenue, then promote that programming by appealing to our fears and desires to get us to watch. I think that too many researchers claim that watching a program is evidence of wanting it without exploring how the media MAKE us want it.

Topic: Explain the ways in which mass media and culture may influence an individual's perceptions, beliefs and values.

Poor answer:

Both mass media and culture may influence an individual's perceptions, beliefs and values because they both have a lot of influence. If people watch a lot of television or movies, they may start to think the same way as the characters they see.

"C" answer:

People may be a part of a lot of different cultural groups which may influence their perceptions, values and beliefs, leading them to hold stereotypes. Media might make people believe that the stereotypes and beliefs they hold are true because they see the same thing they believe over and over again on television. They might not try to interact with people who are different than them and find out the truth.

"A" answer:

An individual may identify with a variety of cultures which may influence them in different ways. For instance, an individual's race, sex, gender, sexual orientation and age may have a big impact on the way they interact with others and the way others interact with them. This may lead them to hold perceptions, values and beliefs that may or may not be based on objective reality. Additionally, a person may develop stereotypes based on the cultural groups they are a part of and the perceptions they hold of others. These stereotypes may or may not be accurate. Media effects researchers disagree on the level of influence mass media have on our perceptions, values and beliefs. However, most media effects researchers agree that media (internet, television, film, music, books, etc.) may reinforce perceptions, values and beliefs that are prevalent regarding particular cultural groups. For instance, if a person thinks that low-income people commit the most crime and then they see low-income people represented on television shows about crime, it may reinforce the stereotype for them. This may lead them to become even more removed from interacting with others who are unlike them, causing them to rely even more on the media for ideas about other cultural groups, thus reinforcing their current beliefs.

Topic: Describe a primary cultural group you are a part of and how membership in that group influences your perceptions of others, values and beliefs. What messages do you receive from mass media about this identity?

Poor post:

I work in a blue-collar job and that makes me view others according to their socioeconomic class because most of the people I work with are struggling to make ends meet. In the media, rich people are shown as smart, making good money and caring about stuff more than their families.

“C” answer:

As a mechanic I know that the media leads people to believe that I’m really into cars and living “lower class” but I’m into a lot of things and have a personality beyond the stereotypes. Because I work a blue-collar job, but have upper-middle income and am working on a Master’s degree, I tend to look less at what kind of job people do or amount of money they make. The media often portrays negative stereotypes about people who work in blue-collar jobs as “low class.”

“A” answer:

I am a member of a variety of cultural groups. I am a white, generation X, single, well-educated male working in an auto repair shop. One of my primary identities is as a student. As such, I often value educational achievement in others and I sometimes assume that people who don’t try to earn a degree beyond high school don’t care about education aren’t capable of doing so. I know this is a negative stereotype and the people might have a variety of reasons for not earning a college degree. This also conflicts with my identity as a mechanic because a lot of the people I work with didn’t want to go to college. While working on earning my Master’s degree, I have found that I value hard work, determination and critical thinking more than I used to. It’s hard for me to remain silent when people tell racist or sexist jokes at work, even though that is sometimes part of “blue collar” culture. The mass media portrays people who are working toward advanced degrees as smart, a little absent-minded, financially stable, drab, and bookish. While some of these are positive stereotypes, they aren’t all necessarily true. For instance, when classmates start to get to know me, they are sometimes surprised to find that I have a snarky sense of humor and that I’m into comedic films and television and contemporary folk/indie music, not just reading and learning. They are also surprised that I work as a mechanic and that I intend to continue doing so after I graduate.

# CENTER FOR STUDENT SUCCESS & TRANSITIONS

Student success initiatives & changes to campus procedures



Beginning Fall 2015, the Center for Student Success & Transitions (SST), in collaboration with Academic and Student Affairs, is instituting changes in the procedures of course withdraw and support for students on academic probation. In an effort to improve student persistence and progression to graduation, as well as addressing larger financial aid concerns on Return of Title IV Funds and the institutional change in probation and dismissal standards, the following changes will be enacted.

## COURSE WITHDRAW

*IPFW sees approximately 550-600 students completely withdraw from courses each fall and spring semester, resulting in over 9,400 credit hours per term, excluding withdrawals during the first week of classes. Of these full withdrawals, only 11% of the students return for the following semester; 73% of which are not enrolled full-time..*

### Procedures

#### **i** Week One (100% financial aid refund period)

- Students can make changes to their schedule (drop, add, change sections, etc.) on their own through myIPFW.

#### **i** Week Two (60% financial aid refund period)

- Students must have approval to withdraw from any course.
- A form will be accessed from their myIPFW account and submitted electronically.
- Partial withdrawals will be administered by SST, in conjunction with academic departments.
- All full withdraw requests will require students meet (in person, via telephone, Skype, etc. based upon need) with the Assistant Director of Student Success.
- Even course exchanges may be facilitated with their advisor.

#### **i** Week Three (40% financial aid refund period)

- Students must have approval to withdraw from any course.
- A form will be accessed from their myIPFW account and submitted electronically.
- Partial withdraws will be administered by SST, in conjunction with academic departments.
- All full withdraw requests will require students meet (in person, via telephone, Skype, etc. based upon need) with the Assistant Director of Student Success.

#### **i Week Four** (20% financial aid refund period)

- Students must have approval to withdraw from any course.
- A form will be accessed from their myIPFW account and submitted electronically.
- Partial withdraws will be administered by SST, in conjunction with academic departments.
- All full withdraw requests will require students meet (in person, via telephone, Skype, etc. based upon need) with the Assistant Director of Student Success.

#### **i Weeks Five-Ten** (no financial aid refund)

- Students must have approval to withdraw from any and all courses.
- Students must meet with the Assistant Director of Student Success (in person, via telephone, Skype, etc. based upon need) when wishing to withdraw.

#### **i Weeks Ten-Sixteen**

- Students cannot withdraw from courses. A referral will be made to their academic department for the late partial withdraw or to the Dean of Students for the late full withdraw.

## ACADEMIC PROBATION

*With the change in institutional probation and dismissal standards, SST is committed to proactively educating students, supporting them throughout their time on probation, providing the tools necessary to promote student success, and actively challenging them to return to good academic standing and ultimately graduation. Approximately 1,200 students are placed on probation each academic year, with 60% earning fewer than 30 credit hours, with a .99 cumulative GPA.*

### Procedures

#### **i** Student Success Course

- All students placed on academic probation for the first time at the end of the term will be placed in an 8-week student success course to begin at the start of the following semester.
- The course is a non-credit and non-fee bearing, Blackboard-based course designed to provide timely delivery of academic and student success skills and resources and will be organized in the following modules:
  - Week 1: Academic reflections (how did I get here?) & goal setting
  - Week 2: Motivation
  - Week 3: IPFW resources
  - Week 4: Successful academic behaviors
  - Week 5: Study skills and test taking strategies
  - Week 6: Time management
  - Week 7: Getting to good academic standing & goal check-in
  - Week 8: Planning for the future
- Throughout the third through the fifth week, students will meet with the Associate Director of Student Success to discuss progress towards good academic standing.
- At the end of the 8-week course, students will receive their mid-term grades in order to proactively inform a meeting with their academic advisor to schedule courses.

## **i** Student Success Coaching

- All students placed on academic probation will be assigned a peer student success coach (Don2Don Student Success Coach) who will formally and informally provide support, resources, and who will model good academic performance throughout the 16 week term.
- All probationary students with fewer than 29 credit hours will be strongly encouraged to schedule check-in appointments with their coach during weeks two and seven and at their discretion the second half of the term.
- Consistent with the 2013 and 2014 academic years, the Don2Don Student Success Coaches will provide informal programming for all students throughout each semester, focusing on student success strategies, important dates, and cultivating an engaged campus.
- The Don2Don Student Success Coaches also provide classroom presentations, small group sessions, and individual appointments by request.

## **STAKEHOLDER SUPPORT**

Student success remains at the heart of our institution, our strategic plan, and the foundation for our work. To that end, the support from stakeholders and constituents is key to putting this commitment into action in the following ways.

- Inclusion of withdraw and probation information in class syllabi.
- Reporting of mid-term grades; specifically for students on academic probation.
  - SST will provide data entry support for this express purpose at the desire of the faculty member/major department.
- Informing students of procedures throughout classrooms, advising sessions and departmental communication.
  - SST has produced content for classroom “Don’t Cancel Class” sessions, course introductions, etc. and are available in any format and length of time.
- Providing SST information for a centralized point of contact.
- Committing to the process - student, faculty, and staff accountability in the encouragement of and adherence to both processes.



## CONTACT

Center for Student Success & Transitions

KT 109

260-481-0404

<http://www.ipfw.edu/success>

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KT 110D

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Alison Rynearson

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Corrie Fox

Assistant Director (Withdraw)

KT 110K, [foxc@ipfw.edu](mailto:foxc@ipfw.edu)

260-481-6137

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Instructor Overview**

Reading: None

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An
1.4 Identify factors that affect their own motivation	C/A	Ap/An/E
2.1 Review the foundational elements of time management plans	C	R/U
2.2 Discuss previous semester time management habits and personal and social impacts	C/A	Ap/An
3.1 Review goal-setting	C	R/U
3.2 Create personal goals	C/P	Ap/Cr
3.3 Create academic goals	C/P	Ap/Cr
4.1 Review primary learning styles and study skills	R/U	F2F
5.1 Review campus resources	P	Ap

**In-Class Activities:**

- 1) Brief Introductions/Welcome (5 minutes)
- 2) Facilitate discussion/review items from IDIS 11000 (15 minutes)
  - Time Management plans
    - foundations
    - habits
    - personal impacts
    - social impacts
  - Goal-setting
  - Primary learning styles and study skills
  - Campus Resources
    - offices
    - Bulletin

-my.ipfw.edu

-myBLUEprint

3) Response Piece (15 minutes)

- a. Explain how you incorporated what you learned about the topics below from IDIS into your work last semester, or the ways in which you could/should have incorporated these concepts if you did not:
  - i. time management plans
  - ii. goal-setting
  - iii. learning styles
  - iv. study skills
  - v. campus resources
- b. Which of the concepts above will be your biggest challenge this semester and why? How will you overcome that?

4) Goal setting (15 minutes)

- a. Set one personal goal and one academic goal for this semester

5) Reminders about next class meeting

- a. Read chapter 1
- b. Intro and syllabus quiz
- c. Review quiz

Assignments: None

Assessments:

Response Piece: 10 points participation

Goals: 10 points participation

Intro and Syllabus Quiz: 20 points (due before next class meeting)

Review Quiz: 10 points (due before next class meeting)

**Student Overview**

Module 1, Lesson 1

Reading: None

Assessments:

IDIS 11000 Review Response Piece (in-class)

Goal Setting (in-class)

Intro and Syllabus Quiz (due before next class meeting)

Review Quiz (due before next class meeting)

Total Points Possible:

Response Piece: 10 points participation

Goals: 10 points participation

Intro and Syllabus Quiz: 20 points

Review Quiz: 10 points

**IDIS 29000 Lesson Plan****Week: 1****Lesson: 1 of 2****Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An
1.4 Identify factors that affect their own motivation	C/A	Ap/An/E
2.1 Review the foundational elements of time management plans	C	R/U
2.2 Discuss previous semester time management habits and personal and social impacts	C/A	Ap/An
3.1 Review goal-setting	C	R/U
3.2 Create personal goals	C/P	Ap/Cr
3.3 Create academic goals	C/P	Ap/Cr
4.1 Review primary learning styles and study skills	R/U	F2F
5.1 Review campus resources	P	Ap

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Since it is the first class meeting, consider taking some blank paper and extra writing utensils for the response pieces in the event some students are not prepared—lead a discussion about the importance of being prepared for <i>academic</i> courses</li> <li>-Point students to review links and documents from IDIS 11000 in Bb</li> <li>-Collect response pieces for participation grades and give feedback</li> <li>-Consider extending the deadline for the intro/syllabus quiz and review quiz if there are several students absent on the first day</li> <li>-Remind students about SSP requirements and the reason for this second course: going more deeply into motivation, time management, and study skills</li> <li>-PowerPoint available in development materials</li> </ul>	<ul style="list-style-type: none"> <li>-review video</li> <li>-links to key/review resources and documents from IDIS 11000</li> <li>-discussion boards prime for response piece</li> <li>-response pieces via Bb</li> </ul>



**Instructor Overview**

Reading: Chapter 1: Be a Lifelong Learner (available via Bb)

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

<b>Common Objectives Spanning the Course/Curriculum</b>	<b>Domain</b>	<b>Taxonomy</b>
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

<b>Module Objectives</b>	<b>Domain</b>	<b>Taxonomy</b>
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An
1.4 Identify factors that affect their own motivation	C/A	Ap/An/E
2.1 Review the foundational elements of time management plans	C	R/U
2.2 Discuss previous semester time management habits and personal and social impacts	C/A	Ap/An
3.1 Review goal-setting	C	R/U
3.2 Create personal goals	C/P	Ap/Cr
3.3 Create academic goals	C/P	Ap/Cr
4.1 Review primary learning styles and study skills	R/U	F2F
5.1 Review campus resources	P	Ap

**In-Class Activities:**

- 1) Return response pieces from last class and discuss them overall (5 minutes)
  - a. What constitutes a good response piece?
  - b. Facilitate any further discussion regarding the responses given
- 2) Facilitate discussion/review Chapter 1 (20 minutes)
  - a. Review chapter 1, focus primarily on motivation
- 3) Motivation Response Piece (10 minutes)
  - a. List your top three motivating factors
  - b. How can you use these factors to practice better goal-setting, time management, and achieve academic success?
  - c. When are you most motivated?
  - d. What de-motivates you and what can you do about it?
- 4) Think-pair-share (10 minutes)

- a. Before collecting the responses, have students discuss their response pieces in pairs.
- 5) Large group discussion
  - a. Facilitate a large group discussion on some of the similarities and differences they noticed
  - b. Collect response pieces
- 6) Reminders for next class:
  - a. Chapter 1 quiz due
  - b. Read chapter 2
  - c. Chapter 2 quiz

Assignments: None

Assessments:

Motivation Response Piece: 10 points participation (in-class)  
 Discussion Participation: 10 points participation (in-class)  
 Chapter 1 Quiz: 10 points (due before next class meeting)

### Student Overview

#### Module 1, Lesson 2

Reading: Chapter 1: Be a Lifelong Learner (available via Bb)

Assessments:

Motivation Response Piece (in-class)  
 Discussion Participation (in-class)  
 Chapter 1 Quiz (due before next class meeting)

Total Points Possible:

Motivation Response Piece: 10 points  
 Discussion Participation: 10 points  
 Chapter 1 Quiz: 10 points

Objectives:

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.4 Identify factors that affect their own motivation
2.1 Review the foundational elements of time management plans
2.2 Discuss previous semester time management habits and personal and social impacts
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
4.1 Review primary learning styles and study skills
5.1 Review campus resources



Notes	Adaptations for Online Course
<p>-Grade items from lesson one with feedback to be returned during the second class meeting. Explain to students that grading will not typically be so quick, but it is important that they understand course expectations and start to think critically about the course concepts and the ways in which they can use the course to meet their academic goals.</p>	<p>-Chapter 1 video -Discussion boards -Response pieces</p>



## IDIS 29000 Student Overview Module 1

Approximate time to complete all module items: 3 hours

### Lesson 1

Reading: None

Assessments:

- IDIS 11000 Review Response Piece (in-class)
- Goal Setting (in-class)
- Intro and Syllabus Quiz (due before next class meeting)
- Review Quiz (due before next class meeting)

Total Points Possible:

- Response Piece: 10 points participation
- Goals: 10 points participation
- Intro and Syllabus Quiz: 20 points
- Review Quiz: 10 points

### Lesson 2

Reading: Chapter 1: Be a Lifelong Learner (available via Bb)

Assessments:

- Motivation Response Piece (in-class)
- Discussion Participation (in-class)
- Chapter 1 Quiz (due before next class meeting)

Total Points Possible:

- Motivation Response Piece: 10 points
- Discussion Participation: 10 points
- Chapter 1 Quiz: 10 points

Objectives:

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.4 Identify factors that affect their own motivation
2.1 Review the foundational elements of time management plans
2.2 Discuss previous semester time management habits and personal and social impacts
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
4.1 Review primary learning styles and study skills
5.1 Review campus resources



**Instructor Overview**

Reading: Chapter 1: Be a Lifelong Learner (available via Bb)

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An
1.4 Identify factors that affect their own motivation	C/A	Ap/An/E
2.1 Review the foundational elements of time management plans	C	R/U
2.2 Discuss previous semester time management habits and personal and social impacts	C/A	Ap/An
3.1 Review goal-setting	C	R/U
3.2 Create personal goals	C/P	Ap/Cr
3.3 Create academic goals	C/P	Ap/Cr
4.1 Review primary learning styles and study skills	R/U	F2F
5.1 Review campus resources	P	Ap

**Online Activities:**

- 1) Bb Navigation Video
- 2) Brief Welcome/Syllabus Video (5 minutes)
  - a. Optional Introduction Discussion Board
- 3) Video Review of IDIS 11000 (mention IDIS 11000 resources)
  - Time Management plans
    - foundations
    - habits
    - personal impacts
    - social impacts
  - Goal-setting
  - Primary learning styles and study skills
  - Campus Resources
    - offices
    - Bulletin

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- 4) Intro and Syllabus Quiz **(due by Sunday @ 11:59 p.m.)**
- 5) IDIS 11000 Review Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Chapter 1 Quiz **(due by Sunday @ 11:59 p.m.)**
- 7) IDIS 11000 Review Response Piece **(due by Sunday @ 11:59 p.m.)**
  - a. Explain how you incorporated what you learned about the topics below from IDIS into your work last semester, or the ways in which you could/should have incorporated these concepts if you did not:
    - i. time management plans
    - ii. goal-setting
    - iii. learning styles
    - iv. study skills
    - v. campus resources
  - b. Which of the concepts above will be your biggest challenge this semester and why? How will you overcome that?
- 8) Goal setting Discussion Board **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
  - a. Set one personal goal and one academic goal for this semester
- 9) Motivation Response Piece **(due by Sunday @ 11:59 p.m.)**
  - a. List your top three motivating factors
  - b. How can you use these factors to practice better goal-setting, time management, and achieve academic success?
  - c. When are you most motivated?
  - d. What de-motivates you and what can you do about it?
- 10) Motivation Discussion Board  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
  - a. Discuss key points from response piece submission

Assessments:

Intro and Syllabus Quiz

Review Quiz

IDIS 11000 Review Response Piece

Goal Setting Discussion Board

Motivation Response Piece

Motivation Discussion Board

Chapter 1 Quiz

Total Points Possible: 80

Intro and Syllabus Quiz: 20 points

Review Quiz: 10 points

Review Response Piece: 10 points participation

Goal Setting Discussion Board: 10 points participation  
Motivation Response Piece: 10 points  
Motivation Discussion Board: 10 points  
Chapter 1 Quiz: 10 points

**Student Overview:**

Approximate time to complete all module items: 3 hours

Reading: Chapter 1: Be a Lifelong Learner (available via Bb)

**Assessments:**

- 1) Intro and Syllabus Quiz (*due by Sunday @ 11:59 p.m.*)
- 2) Review Quiz (*due by Sunday @ 11:59 p.m.*)
- 3) IDIS 11000 Review Response Piece (*due by Sunday @ 11:59 p.m.*)
- 4) Goal Setting Discussion Board  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 5) Motivation Response Piece (*due by Sunday @ 11:59 p.m.*)
- 6) Motivation Discussion Board  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 7) Chapter 1 Quiz (*due by Sunday @ 11:59 p.m.*)

**Total Points Possible: 80**

Intro and Syllabus Quiz: 20 points  
Review Quiz: 10 points  
Review Response Piece: 10 points participation  
Goal Setting Discussion Board: 10 points participation  
Motivation Response Piece: 10 points  
Motivation Discussion Board: 10 points  
Chapter 1 Quiz: 10 points

**Objectives:**

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.4 Identify factors that affect their own motivation
2.1 Review the foundational elements of time management plans
2.2 Discuss previous semester time management habits and personal and social impacts

**IDIS 29000 Lesson Plan**  
**Module 1**  
**Online**

3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
4.1 Review primary learning styles and study skills
5.1 Review campus resources

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Since it is the first class meeting, consider taking some blank paper and extra writing utensils for the response pieces in the event some students are not prepared—lead a discussion about the importance of being prepared for <i>academic</i> courses</li> <li>-Point students to review links and documents from IDIS 11000 in Bb</li> <li>-Collect response pieces for participation grades and give feedback</li> <li>-Consider extending the deadline for the intro/syllabus quiz and review quiz if there are several students absent on the first day</li> <li>-Remind students about SSP requirements and the reason for this second course: going more deeply into motivation, time management, and study skills</li> <li>-PowerPoint available in development materials</li> </ul>	<ul style="list-style-type: none"> <li>-review video</li> <li>-links to key/review resources and documents from IDIS 11000</li> <li>-discussion boards prime for response piece</li> <li>-response pieces via Bb</li> <li>-give global feedback on response pieces and DBs</li> <li>-post a welcome message</li> <li>-post a start-here guide and send via email</li> </ul>



## IDIS 29000 Online Student Overview Module 1

Approximate time to complete all module items: 3 hours

Reading: Chapter 1: Be a Lifelong Learner (available via Bb)

### Assessments:

- 1) Intro and Syllabus Quiz (*due by Sunday @ 11:59 p.m.*)
- 2) Review Quiz (*due by Sunday @ 11:59 p.m.*)
- 3) IDIS 11000 Review Response Piece (*due by Sunday @ 11:59 p.m.*)
- 4) Goal Setting Discussion Board  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 5) Motivation Response Piece (*due by Sunday @ 11:59 p.m.*)
- 6) Motivation Discussion Board  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 7) Chapter 1 Quiz (*due by Sunday @ 11:59 p.m.*)

Total Points Possible: 80

- Intro and Syllabus Quiz: 20 points
- Review Quiz: 10 points
- Review Response Piece: 10 points participation
- Goal Setting Discussion Board: 10 points participation
- Motivation Response Piece: 10 points
- Motivation Discussion Board: 10 points
- Chapter 1 Quiz: 10 points

### Objectives:


Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event


  

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.4 Identify factors that affect their own motivation
2.1 Review the foundational elements of time management plans
2.2 Discuss previous semester time management habits and personal and social impacts
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
4.1 Review primary learning styles and study skills
5.1 Review campus resources



Peak Performance  
9th Edition  
Sharon Fennell





## PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND

### Chapter 1: Be a Lifelong Learner

SUCCESS PRINCIPLE 1:  
FOCUS ON YOUR STRENGTHS,  
NOT WEAKNESSES.

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## WHAT IS A “PEAK PERFORMER?”

“Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.”  
**BOOKER T. WASHINGTON**  
*Founder of Tuskegee Institute*

Peak performers...
Use critical thinking to solve problems creatively.
Know their learning styles and preferences and how to maximize their learning.
Identify and acknowledge their strengths and weaknesses.
Take risks and move beyond secure comfort zones.

1-2

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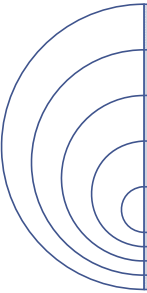
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## PEAK PERFORMERS.....



Take responsibility for their actions, behaviors, and decisions.
Make sound judgments and decisions.
Remain confident and resilient when faced with doubt and fear.
Are motivated to overcome barriers.
Seek out and utilize available resources.

1-3

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## PEAK PERFORMERS.....



Continually acquire new skills and competencies.
Take small consistent steps that lead to long term goals.
Build supportive relationships.
Are effective at time management and self-management.
“Are you a peak performer?”

1-4

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## SELF-MANAGEMENT: *THE KEY TO REACHING YOUR PEAK*

Positive Attitude

Self-Assessment

Critical Thinking Skills

Visualization and Affirmations

Reflection



1-5

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## DISCOVER YOUR PURPOSE: A PERSONAL MISSION STATEMENT



Begin by answering these questions:

1. What do I value most in life?
2. What nouns and/or adjectives best describe me?
3. What verbs best describe what I like to do?

1-6

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## DISCOVER YOUR PURPOSE: A PERSONAL MISSION STATEMENT



4. What is my life's purpose? Or, if I could make one change in this world, what would it be?
5. What legacy do I want to leave? Or, how do I want others to think of me and my accomplishments?

1-7

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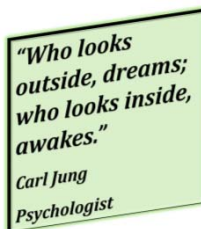
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## SKILLS FOR SCHOOL AND JOB SUCCESS

- Basic Skills
- Thinking Skills
- Personal Qualities and Interpersonal Skills
- Technology
- Systems
- Information
- Resources



See the **Peak Performance Competency Wheel** Figure 1.1 in your textbook.

1-8

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## DISCOVER YOUR LEARNING STYLE

Are you a reader, a listener, or a doer?

- Visual learners (reading and seeing)
- Auditory learners (talking and listening)
- Kinesthetic learners (doing)



1-9

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## DISCOVER YOUR LEARNING STYLE



Redefining Intelligence:  
*Other Learning Styles*

1. Verbal/linguistic
2. Logical/mathematical
3. Spatial
4. Musical

1-10

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## DISCOVER YOUR LEARNING STYLE

5. Bodily/kinesthetic
6. Environmental
7. Intrapersonal
8. Interpersonal



1-11

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## DISCOVER YOUR PERSONALITY TYPE

*Carl Jung's Typology System*

1. Extroverts versus Introverts
2. Sensors versus Intuitives
3. Thinkers versus Feelers



*The Myers-Briggs Type Indicator*

4. Judgers versus Perceivers (added)

See Figure 1.3  
**Characteristics of  
Personality Types.**

1-12

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## CONNECT LEARNING STYLES AND PERSONALITY TYPES: THE FOUR- TEMPERAMENT PROFILE



○ Analyzers      ○ Creators

○ Supporters      ○ Directors

**Check out  
the Profiles  
in your  
textbook.**



1-13

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## INTEGRATE STYLES TO MAXIMIZE LEARNING



***Peak Performance Learning  
Pyramid***

- Read.
- Listen to lecture.
- Watch and observe experience.
- Discuss and analyze experience.
- Relate experience to self.
- Integrate reflection with research and facts.

1-14

**See Figure 1.8 in your  
textbook.**

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# IDIS 29000

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## IDIS 11000 Review



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### Time Management

- Foundations
- Habits
- Personal impact
- Social impact



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### Goal Setting

**S** SMART  
Specific: Is the goal accurate, measurable, and achievable?  
Example: "I will complete this assignment by 5:00 PM on Tuesday."

**M** MEASURABLE  
Measurable: How many times will I have done the goal?  
Example: "I will read 10 books this semester."

**A** ACHIEVABLE  
Achievable: Is the goal realistic and attainable?  
Example: "I will run a marathon in 3 months."

**R** RELEVANT  
Relevant: Is the goal important and meaningful?  
Example: "I will learn a new skill that will help me in my career."


**T** TIME  
Time: Is there a deadline for the goal?  
Example: "I will complete this project by the end of the semester."

#### DAPPS

##### Goal Setting Model

To set and achieve a goal, just remember "DAPPS"

D	A	P	P	S
Based	Achievable	Personal	Positive	Specific
<ul style="list-style-type: none"> <li>When will you accomplish your goal?</li> <li>Your goal will be done within a specific date by which you will achieve it.</li> <li>Example: By January 15, 2013, I will...</li> </ul>	<ul style="list-style-type: none"> <li>Is your goal realistic?</li> <li>Is it something you can accomplish with resources available?</li> <li>Example: I will read 10 books this semester.</li> </ul>	<ul style="list-style-type: none"> <li>Is it something you desire to accomplish?</li> <li>Is it something you can accomplish with resources available?</li> <li>Example: I will read 10 books this semester.</li> </ul>	<ul style="list-style-type: none"> <li>Is it something you desire to accomplish?</li> <li>Is it something you can accomplish with resources available?</li> <li>Example: I will read 10 books this semester.</li> </ul>	<ul style="list-style-type: none"> <li>When will you accomplish your goal?</li> <li>Your goal will be done within a specific date by which you will achieve it.</li> <li>Example: By January 15, 2013, I will...</li> </ul>



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## Learning Styles and Study Skills

- Gardner's Intelligences
  - Visual/Spatial
  - Verbal/Linguistic: auditory notes and recordings
  - Logical/Mathematical
  - Kinesthetic
- Passive learning versus active learning
  - Avoid memorization, cramming, disengagement, and completing bare minimum
  - Read beyond what is required
  - Verify claims
  - Aim for deep rather than shallow processing
    - Practice orienting tasks such as review
  - Use tools such as mnemonics for lists and sequences
  - Make notes
  - Be mindful
  - Utilize the 5W and 1H technique when reading

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## Campus Resources

- Offices
  - Financial Aid
    - FAFSA must be completed annually
  - Advising
  - Student Life
  - Dean of Students
  - CASA
- Bulletin
  - Policies
    - Academic honesty: cheating and plagiarism
    - SAP
    - Drop versus withdrawal
    - Academic probation and dismissal
    - Majors and minors/degree requirements
- myIPFW
- myBLUEprint

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**Instructor Overview**

Reading: Chapter 2: Expand Your Emotional Intelligence

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An

**In-Class Activities:**

- 1) Check-in (5 minutes)
  - a. First week of classes
  - b. Drop/add and refund period
  - c. Connecting with advising and resources
  - d. Course goals and objectives
- 2) Facilitate discussion/review chapter 2 (15 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
- 3) Self Control (15 minutes)
  - a. Ask students to review the tips for directing and transforming anger on page 49
  - b. Ask students to jot down (on a scrap piece of paper) the one they struggle most with and write down an example that is school related
  - c. Have students pair up with someone next to them and discuss what they jotted down
  - d. After students have shared in teams, lead a large class discussion on:
    - i. How does self-control demonstrate emotional intelligence?
    - ii. How does self-control demonstrate maturity?
    - iii. What might we guess about a person's locus of control based on their self-control?
    - iv. How does self-control influence motivation and our academic goals?
- 4) Assessment of personal qualities (15 minutes)
  - a. Ask student to complete the "assessment of personal qualities" on page 74 of the text, only answering Y/N, and not giving examples

- b. Ask students to put a check mark by the top three personal qualities that affects their motivation
- c. Ask students to think about their best ideas for how to develop one of their top three personal qualities and share with the class
- d. Facilitate large group discussion

Assignments: None

Assessments:

Chapter 2 Quiz: 10 points

Discussion: 10 points participation

### Student Overview

#### Module 2, Lesson 1

Reading: Chapter 2: Expand Your Emotional Intelligence

Assessments:

Chapter 2 Quiz

Total Points Possible: 20

Chapter 2 Quiz: 10 points

Discussion Participation: 10 points

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week one items</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter two discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter two video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>

**Instructor Overview**

Reading: Chapter 2: Expand Your Emotional Intelligence (continued)

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An

**In-Class Activities:**

- 1) Hierarchy of Needs Discussion and Activity (30 minutes)
  - a. Ask students to look at Maslow's Hierarchy of Needs on page 52
  - b. Review each need and discuss examples
  - c. Ask students to complete the questions on page 53 in figure 2.3:
    - i. Discuss their responses to #1 and #3
 

#1: What needs motivate you at this time?

#3: Complete this sentence in your own words: "For me to be more motivated, I need. . ."
  - d. Ask students to think of and share examples of how each level might affect motivation. Think of it this way: "If x needs are not being met, we may be more motivated to \_\_\_\_\_ than \_\_\_\_\_."
  - e. Discuss ways in which students can connect with campus resources, manage time, or practice/assess goals to overcome other demands on their motivational focus
- 2) Motivation Cycle and Motivation Strategies (20 minutes)
  - a. Review the motivation cycle on page 54 of the text (3 minutes)
  - b. Divide students into five small groups and assign each group one of the motivational strategies listed on pages 54-56.
  - c. In groups (7 minutes)
    - i. Review the motivational strategy
    - ii. Come up with a list of ideas of how students can practice and incorporate this strategy to meet their academic goals at IPFW
  - d. Share group lists with the class (10 minutes)

## 3) Response Piece (available via Bb)

Assignments: Response Piece (available via Bb)

Assessments:

Response Piece: 10 points

Discussion: 10 points participation

### Student Overview

#### Module 2, Lesson 2

Reading: Chapter 2: Expand Your Emotional Intelligence (continued)

Assessments:

Week 2 Response Piece

Total Points Possible: 20

Week 2 Response Piece: 10 points

Discussion Participation: 10 points

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to set and communicate quiz and response piece due dates to students</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> <li>-Record participation as soon as possible after class</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter two video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>



## IDIS 29000 Student Overview Module 2

Approximate time to complete all module items: 2 hours

### Lesson 1

Reading: Chapter 2: Expand Your Emotional Intelligence (available via Bb)

Assessments:

Chapter 2 Quiz

Total Points Possible: 20

Chapter 2 Quiz: 10 points

Discussion Participation: 10 points

### Lesson 2

Reading: Chapter 2: Expand Your Emotional Intelligence (continued)

Assessments:

Week 2 Response Piece

Total Points Possible: 20

Week 2 Response Piece: 10 points

Discussion Participation: 10 points

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement



### Instructor Overview

Reading: Chapter 2: Expand Your Emotional Intelligence (available via Bb)

#### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An

#### Online Activities:

- 1) Read Chapter 2
- 2) Watch the Chapter 2 Video
- 3) Module 2 Discussion Board 1 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*  
*Topic:*

Review the tips for directing and transforming anger on page 49 and complete the “assessment of personal qualities” on page 74 of the Ferrett text. Examine your responses and briefly share which of the tips or personal qualities have the biggest influence on your motivation when it comes to school. Additionally, think/write about the following:

- a. How does self-control demonstrate emotional intelligence and maturity?
- b. How does self-control influence motivation and our academic goals?
- c. How can you further develop your best personal quality to help in meeting your academic goals?

- 4) Module 2 Discussion Board 2 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*  
*Topic:*

Review Maslow’s Hierarchy of Needs on page 52 and complete the questions on page 53, figure 2.3. Share your responses to #1 and #3. Additionally, think of examples of how each level of Maslow’s hierarchy might affect motivation and help or prevent you from meeting your academic goals. What campus resources can students connect with if they need help with any of their needs being met?

- 5) Chapter 2 Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Module 2 Response Piece **(due by Sunday @ 11:59 p.m.)**

Click "write submission" below and write one to two paragraphs that respond to the following:

- 1) How did motivation affect your academic progress and goals last semester?
- 2) What were your top three motivating factors last semester?
- 3) What are your top three motivating factors this semester?
- 4) How will you stay motivated throughout the semester?

**Assessments:**

Chapter 2 Quiz  
Module 2 Discussion Board 1  
Module 2 Discussion Board 2  
Module 2 Response Piece

**Total Points Possible: 40**

Module 2 Discussion Board 1: 10 points (5 points initial post, required replies 2.5 points each)  
Module 2 Discussion Board 2: 10 points (5 points initial post, required replies 2.5 points each)  
Chapter 2 Quiz: 10 points  
Module 2 Response Piece : 10 points

**Student Overview:**

Approximate time to complete all module items: 3 hours

Reading: Chapter 2: Expand Your Emotional Intelligence (available via Bb)

**To Do:**

- 1) Read Chapter 2
- 2) Watch the Chapter 2 Video
- 3) Module 2 Discussion Board 1 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 4) Module 2 Discussion Board 2 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 5) Chapter 2 Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Module 2 Response Piece **(due by Sunday @ 11:59 p.m.)**

**Total Points Possible: 40**

Module 2 Discussion Board 1: 10 points (5 points initial post, required replies 2.5 points each)  
Module 2 Discussion Board 2: 10 points (5 points initial post, required replies 2.5 points each)  
Chapter 2 Quiz: 10 points  
Module 2 Response Piece : 10 points

**IDIS 29000 Lesson Plan**  
**Module 2**  
**Online**

**Objectives:**

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week one items</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter two discussion</li> <li>-Give feedback to online discussions</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter two video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>



## IDIS 29000 Online Student Overview Module 2

Approximate time to complete all module items: 3 hours

Reading: Chapter 2: Expand Your Emotional Intelligence (available via Bb)

To Do and Assessments:

- 1) Read Chapter 2
- 2) Watch the Chapter 2 Video
- 3) Module 2 Discussion Board 1 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 4) Module 2 Discussion Board 2 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 5) Chapter 2 Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Module 2 Response Piece **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 40

Module 2 Discussion Board 1: 10 points (5 points initial post, required replies 2.5 points each)

Module 2 Discussion Board 2: 10 points (5 points initial post, required replies 2.5 points each)

Chapter 2 Quiz: 10 points

Module 2 Response Piece : 10 points

Objectives:

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event


  

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement





Peak Performance  
9th Edition  
Shaun Ferrett



**PEAK PERFORMANCE:  
SUCCESS IN COLLEGE AND BEYOND**

*Chapter 2: Expand Your Emotional Intelligence*

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**EMOTIONAL INTELLIGENCE AND MATURITY**



**The Three Stages of Emotional Maturity**

- Self-awareness—tuning in to yourself
- Empathy—tuning in to others
- Change—tuning in to results

**Locus of Control**

- Internal
- External

2-2

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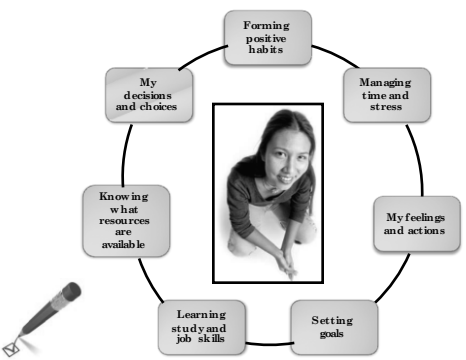
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**I AM RESPONSIBLE FOR:**



2-3

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## I AM RESPONSIBLE FOR:

24

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## SELF-ESTEEM AND CONFIDENCE CAN DEVELOP FROM:

Focusing on your strengths and positive qualities.

Learning to be resilient and bouncing back after disappointments and setbacks.

Using affirmations and visualizations to replace negative thought and images.

Taking responsibility for your life instead of blaming others.

25

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## SELF-ESTEEM AND CONFIDENCE CAN DEVELOP FROM:

Learning skills that give you opportunities and confidence in your abilities.

Focusing on giving, not receiving, and make others feel valued and appreciated.

Surrounding yourself with confident and kind people.

26

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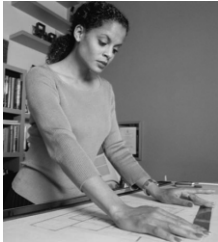
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## A POSITIVE ATTITUDE AND PERSONAL MOTIVATION ENCOURAGES...



Higher productivity

An openness to learning at school and on the job

School and job satisfaction

Creativity in solving problems and finding solutions

2-7

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## HOW NEEDS AND DESIRES INFLUENCE ATTITUDES AND MOTIVATION

- Self-actualization
- Self-esteem
- Love/Belonging
- Safety and Security
- Physiological Needs



2-8

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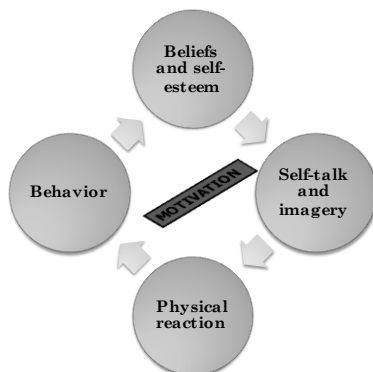
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## THE MOTIVATIONAL CYCLE



2-9

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## MOTIVATIONAL STRATEGIES



1. Act as if you are motivated.
2. Use affirmations.
3. Use visualization.
4. Use goals as motivational tools.
5. Understand expectations.

2-10

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## MOTIVATIONAL STRATEGIES

6. Study in teams.
7. Stay physically and mentally healthy.
8. Learn to reframe.
9. Reward yourself.
10. Make learning relevant.



2-11

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## THE BENEFITS OF HIGHER EDUCATION



- Encourages critical thinking
- Is a smart financial investment
- Prepares you for life on the job

2-12

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**Instructor Overview**

Reading: Chapter 12: Build Supportive and Diverse Relationships

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system	C/P	Cr

**In-Class Activities:**

- 1) Check-in (5 minutes)
  - a. First week of classes
  - b. Drop/add and refund period
  - c. Connecting with advising and resources
  - d. Course goals and objectives
- 2) Facilitate discussion/review chapter 12 (15 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
- 3) Activity (30 minutes)
  - a. Ask students to work individually to write responses to 12.5 on pg. 387 (10 minutes):
    - i. List the factors you believe are essential for a healthy relationship
    - ii. What do you believe contributes to unhealthy relationships?
    - iii. Who are your friends?
    - iv. Describe some of your other relationships, such as study teams or instructors.
    - v. List the ways that your relationships support you and your goals.
    - vi. List the ways unhealthy relationships may undermine you and your goals.
  - b. Randomly assign students to groups of three to discuss their responses (10 minutes)
  - c. Discuss v and vi. as a class (10 minutes)
    - i. Instructor can suggest campus resources and tools during this part of the discussion

Assignments: None

Assessments:

Chapter 12 Quiz: 10 points

Discussion: 10 points participation

### Student Overview

#### Module 3, Lesson 1

Reading: Chapter 12: Build Supportive and Diverse Relationships

Assessments: Chapter 12 Quiz

Total Points Possible: 20

Chapter 12 Quiz: 10 points

Discussion Participation: 10 points

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week two items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter twelve discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> <li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their motivational support plan assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter twelve video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>

**Instructor Overview**

Reading: Chapter 12: Build Supportive and Diverse Relationships (Continued)

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system	C/P	Cr

**In-Class Activities:**

1) Draft Motivational Support Plan

a. Review the following concepts from modules 2 and 3 (5 minutes)

i. Locus of control

ii. Attitude

iii. Maslow's Hierarchy of Needs

iv. Motivational cycle

b. Make note of and lead discussion on primary themes from module 2 response piece submissions (15 minutes)

i. How motivation affected academic progress and goals last term

ii. Top three motivating factors last term

- iii. Top three motivating factors this term
- iv. How students plan to stay motivated this term
- c. Review the assignment requirements on Bb (5 minutes)
- d. Give students the remainder of the class meeting to draft their MSP—students must show you their draft work before leaving the class as part of their participation points
  - i. Give feedback and remind students to submit the final draft by the deadline

Assignments: Motivational Support Plan Final Draft

Assessments:

Motivational Support Plan: 30 points assignments

Discussion: 10 points participation

### Student Overview

#### Module 3, Lesson 2

Reading: Chapter 12: Build Supportive and Diverse Relationships (continued)

Assessments: Motivational Support Plan

Total Points Possible: 40

Motivational Support Plan: 30 points

Discussion Participation: 10 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system



Notes	Adaptations for Online Course
<ul style="list-style-type: none"><li>-Be sure to return graded week two items and update grade book</li><li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter twelve discussion</li><li>-Take a copy of the class roster to class to check mark student participation during discussion</li><li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their motivational support plan assignment</li></ul>	<ul style="list-style-type: none"><li>-Chapter twelve video</li><li>-Convert activities to discussion board questions</li><li>-Post announcement about grades and reminders.</li></ul>



## IDIS 29000 Student Overview Module 3

Approximate time to complete all module items: 2 hours

### Module 3, Lesson 1

Reading: Chapter 12: Build Supportive and Diverse Relationships

Assessments: Chapter 12 Quiz

Total Points Possible: 20

Chapter 12 Quiz: 10 points

Discussion Participation: 10 points

### Module 3, Lesson 2

Reading: Chapter 12: Build Supportive and Diverse Relationships (continued)

Assessments: Motivational Support Plan

Total Points Possible: 40

Motivational Support Plan: 30 points

Discussion Participation: 10 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system



## Instructor Overview

Reading: Chapter 12: Build Supportive and Diverse Relationships

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.1 Demonstrate knowledge and understanding of motivational factors	C	R/U/Ap
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success	C/A	R/U/Ap
1.3 Discuss their own motivational strengths and opportunities for improvement	A	Ap/An
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system	C/P	Cr

### Online Activities:

- 1) Read Chapter 12
- 2) Watch the Chapter 12 Video
- 3) Module 3 Discussion Board 1 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*

#### Topic:

Post your responses to the following (from activity 12.5 in the text):

- 1) What are the factors you believe are essential for a healthy relationship?
- 2) What do you believe contributes to unhealthy relationships?
- 3) List the ways that your relationships support you and your goals.
- 4) List the ways that unhealthy relationships may undermine you and your goals.

- 4) Module 3 Discussion Board 2 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*

This discussion board is intended to help you draft your motivational support plan. Complete this discussion board as a prewriting activity before you complete the motivational support plan assignment. If time permits, wait until you have received some feedback from classmates or had a chance to give feedback to classmates to move forward with the motivational support plan assignment.

- 1) Review the Motivational Support Plan assignment instructions

- 2) Review chapter two from module two and write a few sentences about the ways in which your locus of control, attitude, needs (Maslow), affect your motivation.
  - 3) Review the motivational cycle from module two chapter two and write a sentence or two about which part of the cycle you tend to find most challenging.
  - 4) Review and think about what you wrote for the module two response piece and post anything from it that you think your classmates may find helpful.
- 5) Chapter 12 Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Motivational Support Plan Assignment **(due by Sunday @ 11:59 p.m.)**

Rationale:

The purpose of this plan is to consider ways in which you may apply concepts from modules one, two and three to your unique academic goals and life circumstances.

Concepts:

After the prewriting activity in class discussion, compose a comprehensive motivational support plan for the next two semesters that addresses the following:

- 1) Your top three motivating factors
- 2) Your top three demotivating factors
- 3) Locus of control
- 4) Attitude
- 5) Maslow's Hierarchy of Needs
- 6) The Motivational Cycle
- 7) The people (choose three of the categories below) who support you in your academic goals and can help you when you are feeling demotivated (be specific with the *who* and the *how*):
  - a. Family
  - b. Friends
  - c. Coworkers
  - d. Roommates
  - e. Spouse or significant other
  - f. Instructors/advisors
- 8) Your plan to stay motivated at school

Logistics and format:

- 1) Follow MLA or APA format guidelines
- 2) Minimum two pages
- 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document.  
Submissions posted in text boxes and other file types will not be accepted.

Assessments:

Chapter 12 Quiz  
Module 3 Discussion Board 1  
Module 3 Discussion Board 2  
Motivational Support Plan Assignment

Total Points Possible: 60

Module 3 Discussion Board 1: 10 points (5 points initial post, required replies 2.5 points each)  
Module 3 Discussion Board 2: 10 points (5 points initial post, required replies 2.5 points each)  
Chapter 12 Quiz: 10 points  
Motivational Support Plan Assignment : 30 points

**Student Overview:**

Approximate time to complete all module items: 3 hours

Reading: Chapter 12: Build Supportive and Diverse Relationships

To Do:

- 1) Read Chapter 12
- 2) Watch the Chapter 12 Video
- 3) Module 3 Discussion Board 1 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 4) Module 3 Discussion Board 2 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 5) Chapter 12 Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Motivational Support Plan **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 60

Module 3 Discussion Board 1: 10 points (5 points initial post, required replies 2.5 points each)  
Module 3 Discussion Board 2: 10 points (5 points initial post, required replies 2.5 points each)  
Chapter 12 Quiz: 10 points  
Motivational Support Plan: 30 points

Objectives:

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success

1.3 Discuss their own motivational strengths and opportunities for improvement
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system

Notes	Adaptations for Online Course
<ul style="list-style-type: none"><li>-Be sure to return graded week one items</li><li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter two discussion</li><li>-Give feedback to online discussions</li></ul>	<ul style="list-style-type: none"><li>-Chapter two video</li><li>-Convert activities to discussion board questions</li><li>-Post announcement about grades and reminders.</li></ul>



### IDIS 29000 Online Student Overview Module 3

Approximate time to complete all module items: 3 hours Reading: Chapter 12: Build Supportive and Diverse Relationships

To Do:

- 1) Read Chapter 12
- 2) Watch the Chapter 12 Video
- 3) Module 3 Discussion Board 1 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 4) Module 3 Discussion Board 2 **(due by Sunday @ 11:59 p.m.)**  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 5) Chapter 12 Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Motivational Support Plan **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 60

Module 3 Discussion Board 1: 10 points (5 points initial post, required replies 2.5 points each)  
Module 3 Discussion Board 2: 10 points (5 points initial post, required replies 2.5 points each)  
Chapter 12 Quiz: 10 points  
Motivational Support Plan: 30 points

Objectives:

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.1 Demonstrate knowledge and understanding of motivational factors
1.2 Demonstrate knowledge and understanding of the relationship between motivational goal-setting, time management, and academic success
1.3 Discuss their own motivational strengths and opportunities for improvement
1.5 Create a plan for connecting with campus and interpersonal resources that can provide a motivational support system





## PEAK PERFORMANCE: *SUCCESS IN COLLEGE AND BEYOND*

### *Chapter 12: Build Supportive and Diverse Relationships*

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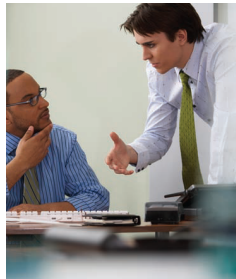
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### ***BE AN ATTENTIVE LISTENER***

- Listen, don't talk.
- Put the speaker at ease.
- Withhold criticism.
- Paraphrase.
- Know when you cannot listen and say so to the speaker.



12-2

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### **WHAT DOES THIS PERSON'S BODY LANGUAGE SAY?**



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## THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND RAPPORT



### Assertive Communication Tips

1. State the problem in clear terms.
2. Express your feelings.
3. Make your request.
4. Use assertive body language.
5. State the consequences.



12-4

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## THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND RAPPORT



### Instructors and Advisors

1. Clarify expectations.
2. Clarify concerns.
3. Be open to learning
4. Take responsibility.
5. Network

12-5

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## THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND RAPPORT

### Conflict

1. Define the conflict as a concrete problem to be solved.
2. Convert “You” statements into “I” statements.
3. Attentively listen to the other person’s concerns and criticism.



12-6

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## THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND RAPPORT

### Conflict

4. Develop empathy.
5. Stay calm.
6. Focus on the problem.
7. Ask for specific details and clarification.
8. Create solutions.



12-7

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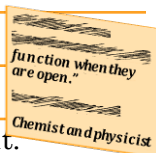
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## THE IMPORTANCE OF EFFECTIVE COMMUNICATION AND RAPPORT

### Receiving criticism

1. Listen with an open mind.
2. Pay attention to nonverbal cues.
3. Ask for clarification.
4. Ask for suggestions.
5. Explain your viewpoint.



12-8

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## OVERCOME OBSTACLES TO EFFECTIVE COMMUNICATION

### Barriers may include:

- a faulty perception that the other person knows what you mean.
- poor listening skills leading to misunderstandings.
- the need to be right all the time.
- cultural, religious, social, and gender differences.



12-9

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## BUILD HEALTHY RELATIONSHIPS

- Romantic
- Roommate
- Friendships
- Classmates
- Family relationships
- Co-workers



12-10

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## APPRECIATE DIVERSITY

- Colleges and workplaces reflect changing diversity.
- Cultural sensitivity is the foundation for building common ground with diverse groups of people.



See Figure 12.1 in your textbook on **Cultural Understanding**.

12-11

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## COMMUNICATION STRATEGIES FOR CELEBRATING DIVERSITY

Be aware of your feelings and beliefs.

Treat people with respect.

Get involved.

Take risks and apologize.

Speak out.

Consider NSE or study abroad.



12-12

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**Instructor Overview**

Reading: Chapter 3: Manage Your Time

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.3 Create a time management plan	C/P	Ap/Cr
2.4 Critically evaluate other students' time management plans	C/P	An/E
2.5 Utilize a time management aid of choice	P	Ap

In-Class Activities:

- 1) Check-in (5 minutes)
  - a. How are classes going?
  - b. Preview this week's items
- 2) Facilitate discussion/review chapter 3 (15 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
    - i. Why is it important to assess your time management?
    - ii. How does time management help with achieving goals?
    - iii. What is the purpose of coming up with a time management plan?
- 3) Time Management Response Piece and Discussion (20)
  - a. Ask students to write for 10 minutes about the following
    - i. What are your time management strengths?
    - ii. What are some of your biggest struggles with time management?
    - iii. What do you need to focus on the most in your time management plan?
    - iv. How is motivation related to time management?
  - b. Discuss responses as a class for 10 minutes
  - c. Make sure students turn in RP's to be graded and returned next class
    - i. Students should use this pre-writing activity to start thinking about the draft of their time management plan and should use the returned/graded copy to help them consider additional items for their final time management plan
- 4) Review steps for making an advising appointment in AdvisorTrac (5 minutes)
  - a. Make sure check-in appointment availability is posted to AdvisorTrac for weeks four, five, six, seven, and eight
  - b. These should be half-hour check in appointments
  - c. Students earn points for *making* the appointment
  - d. Students must copy and paste or screen shot their email confirmation of their appointment via the assignment link on Bb
- 5) Review Time Management Plan Assignment (5 minutes)
  - a. Students must submit the draft via Bb by the start of next class

- b. Students must bring TWO printed copies to the next class
- c. Draft is submitted via “draft” link
- d. Final plan is submitted via “final” link

**Assignments:**

In-Class Time Management Response Piece: 10 points (assignments category)

**Assessments:**

Chapter 3 Quiz: 10 points

Discussion: 10 points participation

**Student Overview**Module 4, Lesson 1

Reading: Chapter 3: Manage Your Time

**Assessments:**

Chapter 3 Quiz

Time Management Response Piece

Assignments: None

Total Points Possible: 30

Chapter 3 Quiz: 10 points

Time Management Response Piece: 10 points

Discussion Participation: 10 points

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Utilize a time management aid of choice

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week three items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> <li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their time management plan assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter eight video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>



**Instructor Overview**

Reading: Chapter 3: Manage Your Time

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.3 Create a time management plan	C/P	Ap/Cr
2.4 Critically evaluate other students' time management plans	C/P	An/E
2.5 Utilize a time management aid of choice	P	Ap

In-Class Activities:

- 1) Overview (10 minutes)
  - a. Check in on assignment issues or questions based on what was due for today
  - b. Quickly recap a few key points of chapter 3
  - c. Share common themes from time management response pieces
  - d. Return response pieces so students may use their responses and feedback when they work on the final draft of their plan
- 2) Review Time Management Plan Assignment (5 minutes)
  - a. Final plan is submitted via "final" link
  - b. Determine due date and communicate to students
- 3) Time Management Plan Peer Review (35 minutes)
  - a. Students must give their two copies to different peers for review
  - b. Students must show their two copies, with peer feedback before leaving class
    - i. Copies 2 @ 2.5 points each
    - ii. Peer feedback given @ 5 points

Assignments:

In-Class Time Management Response Piece: 10 points (assignments category)

Time Management Plan DRAFT: 10 points (assignments category)

Assessments:

Advising Appointment Assignment: 10 points assignments

Peer Review: 15 points participation

**Student Overview**Module 4, Lesson 2

Reading: Chapter 3: Manage Your Time (continued)

Assessments: None

Assignments:

Advising Appointment Assignment

Time Management Plan DRAFT

Time Management Plan Peer Review (in-class: must bring two printed copies of your draft)

Time Management Plan FINAL

Total Points Possible: 45

Advising Appointment Assignment: 10 points

Time Management Plan DRAFT: 10 points

Time Management Plan Peer Review: 15 points

Time Management Plan FINAL: 10 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Utilize a time management aid of choice

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week three items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> <li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their time management plan assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter eight video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>

## IDIS 29000 Student Overview Module 4

Approximate time to complete all module items: 4 hours

### Student Overview

#### Module 4, Lesson 1

Reading: Chapter 3: Manage Your Time

Assessments:

Chapter 3 Quiz

Time Management Response Piece

Assignments: None

Total Points Possible: 30

Chapter 3 Quiz: 10 points

Time Management Response Piece: 10 points

Discussion Participation: 10 points

#### Module 4, Lesson 2

Reading: Chapter 3: Manage Your Time (continued)

Assessments: None

Assignments:

Advising Appointment Assignment

Time Management Plan DRAFT

Time Management Plan Peer Review (in-class: must bring two printed copies of your draft)

Time Management Plan FINAL

Total Points Possible: 45

Advising Appointment Assignment: 10 points

Time Management Plan DRAFT: 10 points

Time Management Plan Peer Review: 15 points

Time Management Plan FINAL: 10 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Utilize a time management aid of choice



## Instructor Overview

Reading: Chapter 3: Manage Your Time

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.3 Create a time management plan	C/P	Ap/Cr
2.4 Critically evaluate other students' time management plans	C/P	An/E
2.5 Utilize a time management aid of choice	P	Ap

### Online Activities:

- 1) Read Chapter 3: Manage Your Time
- 2) Watch the Chapter 3 Video
- 3) Make an Advising Appointment Assignment **(due by Friday @ 11:59 p.m.)**
  - a. Make sure check-in appointment availability is posted to AdvisorTrac for weeks four, five, six, seven, and eight
  - b. These should be half-hour check in appointments
  - c. Students earn points for *making* the appointment
  - d. Students must copy and paste or screen shot their email confirmation of their appointment via the assignment link on Bb
- 4) Time Management Response Piece **(due by Friday @ 11:59 p.m.)**
  - i. What are your time management strengths?
  - ii. What are some of your biggest struggles with time management?
  - iii. What do you need to focus on the most in your time management plan?
  - iv. How is motivation related to time management?

Students should use this pre-writing activity to start thinking about the draft of their time management plan and should use the returned/graded copy to help them consider additional items for their final time management plan

5) Time Management Plan DRAFT **(due by Friday @ 11:59 p.m.)**

Rationale: The purpose of this plan is to consider ways in which you may apply concepts from modules one, two, three, and four to your unique academic goals and life circumstances.

Prepare: Complete the following activities in the text—it is okay to make approximations:

- 1) Page 78 Personal Evaluation Notebook 3.1
- 2) Page 79 Personal Evaluation Notebook 3.2
- 3) Page 87 Personal Evaluation Notebook 3.4
- 4) Page 90 Personal Evaluation Notebook 3.5
- 5) Page 105 Worksheet 3.2

Concepts: After the prewriting activities and discussions, compose a comprehensive time management plan for the next two semesters that addresses the following:

- 1) Summarize your results of the activities above
- 2) Revise and expand upon your time management response piece in light of this information
- 3) Explain how time management affects and/or is affected by your:
  - a. Motivation (module one)
  - b. Emotional intelligence (module two)
  - c. Interpersonal relationships (module three)
- 4) Explain how you managed your time previously, what (if anything) you are doing differently now, and your plans for managing your time in the future

Logistics and format:

- 1) Follow MLA or APA format guidelines
- 2) Minimum one full page
- 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document. Submissions posted in text boxes and other file types will not be accepted.

## 6) Module 4 Discussion Board 1

*Initial post due by Friday @ 11:59 p.m.*

*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*

*Topic:*

- i. Why is it important to assess your time management?
- ii. How does time management help with achieving goals?
- iii. What is the purpose of coming up with a time management plan?

## 7) Module 4 Discussion Board 2: Peer Review

*Initial post due by Friday @ 11:59 p.m.*

*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*

- i. After you have submitted your Time Management Plan DRAFT assignment, post your assignment here in Word (.doc or .docx) or PDF (.pdf) format.
- ii. Review two classmates' submissions
- iii. Give feedback for areas of improvement

8) Chapter 3 Quiz **(due by Sunday @ 11:59 p.m.)**

9) Time Management Plan FINAL **(due by Sunday @ 11:59 p.m.)**

Rationale: The purpose of this plan is to consider ways in which you may apply concepts from modules one, two, three, and four to your unique academic goals and life circumstances.

Prepare: Complete the following activities in the text—it is okay to make approximations:

- 1) Page 78 Personal Evaluation Notebook 3.1
- 2) Page 79 Personal Evaluation Notebook 3.2
- 3) Page 87 Personal Evaluation Notebook 3.4
- 4) Page 90 Personal Evaluation Notebook 3.5
- 5) Page 105 Worksheet 3.2

Concepts: After the prewriting activities and discussions, compose a comprehensive time management plan for the next two semesters that addresses the following:

- 1) Summarize your results of the activities above
- 2) Revise and expand upon your time management response piece in light of this information
- 3) Explain how time management affects and/or is affected by your:
  - a. Motivation (module one)
  - b. Emotional intelligence (module two)
  - c. Interpersonal relationships (module three)
- 4) Explain how you managed your time previously, what (if anything) you are doing differently now, and your plans for managing your time in the future

Logistics and format:

- 1) Follow MLA or APA format guidelines
- 2) Minimum one full page
- 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document. Submissions posted in text boxes and other file types will not be accepted.

Assessments:

Chapter 3 Quiz  
Advising Appointment Assignment  
Time Management Response Piece  
Time Management Plan Assignment DRAFT  
Module 4 Discussion Board 1  
Module 4 Discussion Board 2  
Module 4 Discussion Board 3  
Time Management Plan Assignment

Total Points Possible: 75

- Chapter 3 Quiz: 10 points (quizzes)
- Advising Appointment Assignment: 10 points (assignment)
- Time Management Response Piece: 10 points (participation)
- Time Management Plan Assignment DRAFT: 10 points (assignments)
- Module 4 Discussion Board 1: 10 points (5 points initial post, required replies 2.5 points each)
- Module 4 Discussion Board 2: 15 points (5 points initial post, required replies 5 points each)
- Time Management Plan FINAL: 10 points

**Student Overview:**

Approximate time to complete all module items: 4 hours

- 1) Read Chapter 3: Manage Your Time
- 2) Watch the Chapter 3 Video
- 3) Make an Advising Appointment Assignment **(due by Friday @ 11:59 p.m.)**
- 4) Time Management Response Piece **(due by Friday @ 11:59 p.m.)**
- 5) Time Management Plan DRAFT **(due by Friday @ 11:59 p.m.)**
- 6) Module 4 Discussion Board 1  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 7) Module 4 Discussion Board 2: Peer Review  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 8) Chapter 3 Quiz **(due by Sunday @ 11:59 p.m.)**
- 9) Time Management Plan FINAL **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 75

- Chapter 3 Quiz: 10 points
- Advising Appointment Assignment: 10 points
- Time Management Response Piece: 10 points
- Time Management Plan Assignment DRAFT: 10 points
- Module 4 Discussion Board 1: 10 points
- Module 4 Discussion Board 2: 15 points
- Time Management Plan FINAL: 10 points

**Objectives:**

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Utilize a time management aid of choice



**IDIS 29000 Lesson Plan**  
**Module 4**  
**Online**

<b>Notes</b>	<b>Adaptations for Online Course</b>
<ul style="list-style-type: none"><li>-Be sure to grade week three items and update grade book</li><li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of discussion</li><li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their time management plan</li></ul>	<ul style="list-style-type: none"><li>-Chapter eight video</li><li>-Convert activities to discussion board questions</li><li>-Post announcement about grades and reminders.</li><li>-Post announcement before the beginning of module four to explain that there are several items to complete because students are required to do some prewriting and preparation before creating their time management plan</li></ul>



## IDIS 29000 Online Student Overview Module 4

Approximate time to complete all module items: 4 hours

### Student Overview:

- 1) Read Chapter 3: Manage Your Time
- 2) Watch the Chapter 3 Video
- 3) Make an Advising Appointment Assignment **(due by Friday @ 11:59 p.m.)**
- 4) Time Management Response Piece **(due by Friday @ 11:59 p.m.)**
- 5) Time Management Plan DRAFT **(due by Friday @ 11:59 p.m.)**
- 6) Module 4 Discussion Board 1  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 7) Module 4 Discussion Board 2: Peer Review  
*Initial post due by Friday @ 11:59 p.m.*  
*Minimum two responses to classmates due by Sunday @ 11:59 p.m.*
- 8) Chapter 3 Quiz **(due by Sunday @ 11:59 p.m.)**
- 9) Time Management Plan FINAL **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 75


- Chapter 3 Quiz: 10 points
- Advising Appointment Assignment: 10 points
- Time Management Response Piece: 10 points
- Time Management Plan Assignment DRAFT: 10 points
- Module 4 Discussion Board 1: 10 points
- Module 4 Discussion Board 2: 15 points
- Time Management Plan FINAL: 10 points

### Objectives:

Ongoing Objectives
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Utilize a time management aid of choice



Peak Performance  
9th Edition  
Sharon Ferrell



## PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND

### Chapter 3: Time Management

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## USE TIME EFFECTIVELY



Where Does Your Time Go?

- Committed Time
- Maintenance Time
- Discretionary Time

Where Should Your Time Go?



3-2

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## SETTING PRIORITIES



- Urgent priorities
- Important priorities
- Ongoing activities
- Trivial activities

“Ordinary people merely think how they shall spend their time; a man of talent tries to use it.”

**ARTHUR SCHOPENHAUER**  
German philosopher

3-3

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## TIME-MANAGEMENT STRATEGIES

1. Keep a calendar.

2. Create a daily to-do list.

3. Do the tough tasks first.

4. Break projects down into smaller tasks.

5. Consolidate similar tasks.

6. Study at your high-energy time.



3-4

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## TIME-MANAGEMENT STRATEGIES

7. Study everywhere and anywhere.

8. Study in short segments throughout the day.

9. Get organized.

10. Be flexible, patient, and persistent.

11. Realize that you can't do it all (at least right now).

*What is the 80/20 rule?*



3-5

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## SMART PHONE APPLICATIONS

○ **Alarm:** Set it for deadlines, appointments, meetings.

○ **Calendar:** Record due dates for projects, exams, personal events.

○ **Tasks:** Include a to-do list, errands, priorities.

○ **Notes:** Type in reminders, instructions, and interesting thoughts.

○ **Timer:** Limit (watching TV, texting), manage (exercising, studying), and remind (cooking, prescriptions).

○ **Stopwatch:** Time tasks for future planning (reading a chapter, answering sample questions).

**Internet access:** Download podcasts, read e-books, get directions.



3-6

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## OVERCOME OBSTACLES: STOP PROCRASTINATING

1. Set daily priorities.
2. Break the project into small tasks.
3. Gather everything you'll need to start your project.
4. Focus for short spurts.
5. Surround yourself with supportive people.



**"You may delay,  
but time will not."**

**BENJAMIN F. RANKLIN**  
*Inventor, publisher,  
statesman*

3-7

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## OVERCOMING OBSTACLES: STOP PROCRASTINATING

6. Tackle difficult tasks during your high-energy time.
7. Develop a positive attitude.
8. Reward yourself.
9. Don't expect perfection.



3-8

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## OVERCOMING OBSTACLES: CONTROL INTERRUPTIONS

1. Create an organized place to study.
2. Determine your optimal time to study.
3. Create quiet time.
4. Study in the library.
5. Do first things first.
6. Just say no.



**"Time is the coin of your  
life. It is the only coin you  
have, and only you can  
determine how it will be  
spent. Be careful lest you  
let other people spend it  
for you."**

**CARL SANDBURG**  
*Author, poet*

3-9

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## JUGGLING FAMILY, SCHOOL, AND JOB

1. Be flexible.
2. Communicate with your family.
3. Delegate and develop.
4. Find good day care.
5. Prepare the night before.
6. Use your school's resources.



3-10

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## JUGGLING FAMILY, SCHOOL AND JOB

7. Communicate with your employer.
8. Look into online options.
9. Increase your physical and emotional energy.
10. Create positive time.
11. Model successful behavior .
12. Balance your life.



3-11

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**Instructor Overview**

Reading: Chapter 13: Develop Positive Habits

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
2.6 Critically evaluate implementation of their own time management plan	C/P	An/E
2.7 Revise their time management plan as needed	C/P	E/Cr
3.1 Review goal-setting	C	R/U
3.2 Create personal goals	C/P	Ap/Cr
3.3 Create academic goals	C/P	Ap/Cr
3.4 Critically evaluate and assess classmates' goals	C/P	An/E
3.5 Assess goal progress at regular intervals	C	An/E

**In-Class Activities:**

- 1) Check-in (5 minutes)
  - a. How are classes going?
  - b. Preview this week's items
- 2) Facilitate discussion/review chapter 13 (15 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
    - i. What habits help you in meeting your academic goals and which are a hindrance?
    - ii. What are the four cornerstones to success and how do you practice them?
    - iii. What are SMART goals?
- 3) Making SMARTer Goals Activity (20 minutes)
  - a. Write the sample goals on the board or overhead
    - i. Lose weight
    - ii. Make more money
    - iii. Make new friends
  - b. Ask students if they are SMART goals and, if not, why
  - c. Have students write their own revisions, then compose and evaluate according to SMART guidelines as a class
  - d. Discuss
  - e. Note: these are examples of personal goals—**inform students that the examples discussed in class may not be used in their assignment.**
- 4) Review Goals Assignment (5 minutes)

- a. Students must submit the draft via Bb by the start of next class
  - b. Students must bring TWO printed copies to the next class
  - c. Draft is submitted via “draft” link
  - d. Final plan is submitted via “final” link
- 5) Introduce Campus Resources and Campus Events Assignments (5 minutes)
- a. Must plan your resource and event in Module 6
  - b. Due Module 8

Assignments:

None

Assessments:

Discussion: 20 points participation

### Student Overview

#### Module 5, Lesson 1

Reading: Chapter 13: Develop Positive Habits

Assessments: In-Class Discussion and Activities

Assignments: None

Total Points Possible: 20

Discussion Participation: 20 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.5 Utilize a time management aid of choice
2.6 Critically evaluate implementation of their own time management plan
2.7 Revise their time management plan as needed
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
3.4 Critically evaluate and assess classmates' goals
3.5 Assess goal progress at regular intervals

Notes	Adaptations for Online Course
-Be sure to return graded week three items and update grade book -Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion	-Chapter thirteen video -Convert activities to discussion board questions -Post announcement about grades and reminders.

<p>-Take a copy of the class roster to class to check mark student participation during discussion</p> <p>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their goals assignment</p>	
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**Instructor Overview**

Reading: Supplemental Reading: Goals (available via Bb)

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
2.6 Critically evaluate implementation of their own time management plan	C/P	An/E
2.7 Revise their time management plan as needed	C/P	E/Cr
3.1 Review goal-setting	C	R/U
3.2 Create personal goals	C/P	Ap/Cr
3.3 Create academic goals	C/P	Ap/Cr
3.4 Critically evaluate and assess classmates' goals	C/P	An/E
3.5 Assess goal progress at regular intervals	C	An/E

**In-Class Activities:**

- 1) Facilitate discussion/review supplemental reading on goals (15 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
    - i. Discuss key points from the reading
    - ii. What makes goals SMART?
- 2) Goals Assignment Peer Review
  - a. Students must give their two copies to different peers for review
  - b. Students must show their two copies, with peer feedback before leaving class
    - i. Copies 2 @ 2.5 points each
    - ii. Peer feedback given @ 5 points

**Assignments:**

Goals Assignment DRAFT: 10 points (assignments category)

Goals Assignment FINAL: 10 points (assignments category)

Time Management Plan Revisions: 5 points (extra credit assignments category)

**Assessments:**

Chapter 13 and Goals Quiz: 10 points (quiz category)

Discussion Participation: 10 points (participation category)

Goals Assignment Peer Review: 20 points (participation category)

**Student Overview**Module 5, Lesson 2

Reading: Supplemental Reading: Goals (available via Bb)

Assessments:

- Chapter 13 and Goals Quiz
- Discussion Participation
- Goals Assignment Peer Review

Assignments:

- Goals Assignment DRAFT
- Goals Assignment FINAL
- Time Management Plan Revisions

Total Points Possible: 65

- Chapter 13 and Goals Quiz: 10 points
- Discussion Participation: 10 points
- Goals Assignment Peer Review: 20 points
- Goals Assignment DRAFT: 10 points
- Goals Assignment FINAL: 10 points
- Time Management Plan Revisions: 5 points

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.5 Utilize a time management aid of choice
2.6 Critically evaluate implementation of their own time management plan
2.7 Revise their time management plan as needed
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
3.4 Critically evaluate and assess classmates' goals
3.5 Assess goal progress at regular intervals

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week three items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter thirteen video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>

## IDIS 29000 Student Overview Module 5

Approximate time to complete all module items: 3 hours

### Student Overview

#### Module 5, Lesson 1

Reading: Chapter 13: Develop Positive Habits

Assessments: In-Class Discussion and Activities

Assignments: None

Total Points Possible: 20

Discussion Participation: 20 points

#### Module 5, Lesson 2

Reading: Supplemental Reading: Goals (available via Bb)

Assessments:

Chapter 13 and Goals Quiz

Discussion Participation

Goals Assignment Peer Review

Assignments:

Goals Assignment DRAFT

Goals Assignment FINAL

Time Management Plan Revisions

Total Points Possible: 65

Chapter 13 and Goals Quiz: 10 points

Discussion Participation: 10 points

Goals Assignment Peer Review: 20 points

Goals Assignment DRAFT: 10 points

Goals Assignment FINAL: 10 points

Time Management Plan Revisions: 5 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.5 Utilize a time management aid of choice
2.6 Critically evaluate implementation of their own time management plan
2.7 Revise their time management plan as needed
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
3.4 Critically evaluate and assess classmates' goals
3.5 Assess goal progress at regular intervals





### Instructor Overview

Reading: Chapter 13: Develop Positive Habits  
Supplemental Reading on Goals (available via Bb)

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)  
Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap
Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
2.6 Critically evaluate implementation of their own time management plan	C/P	An/E
2.7 Revise their time management plan as needed	C/P	E/Cr
3.1 Review goal-setting	C	R/U
3.2 Create personal goals	C/P	Ap/Cr
3.3 Create academic goals	C/P	Ap/Cr
3.4 Critically evaluate and assess classmates' goals	C/P	An/E
3.5 Assess goal progress at regular intervals	C	An/E

### Online Activities:

1) Read

Chapter 13: Develop Positive Habits  
Supplemental Reading on Goals (available via Bb)

2) Watch the Chapter 13 and Goals Videos

3) Goals Assignment DRAFT (**due by Friday @ 11:59 p.m.**)

Rationale:

The purpose of this assignment is to apply concepts from modules one, two, three, to develop short-term academic and personal goals.

### Concepts:

- 1) Write a one-paragraph personal mission statement that draws upon your time management and motivational support plans and answers the following questions:
  - a. What do I value most in life?
  - b. What nouns and/or adjectives best describe me?
  - c. Which verbs best describe what I like to do?
  - d. Why am I in college?
  - e. What do I hope to get out of college?
- 2) List your top two personal goals for this semester
  - a. Explain how each goal meets SMART guidelines
- 3) List your top four academic goals for this semester

- a. Explain how each goal meets SMART guidelines
- 4) Write one paragraph that addresses the following regarding your goals:
  - a. Review the goals you wrote at the beginning of the term and explain how the goals you wrote for this assignment are similar to or different from those goals.
  - b. What is your primary goal and how does it relate to your mission statement?
  - c. Are any of the goals in conflict with each other? If so, how? How will you overcome the conflict?
  - d. What hurdles must you overcome to reach your goals?
  - e. What resources will you use to overcome those hurdles?
  - f. What specific actions are necessary to complete your goals?
  - g. Drawing upon module four, choose a technological time management aid that can help you in achieving your academic and personal goals
    - i. Explain what the time management aid is and why you chose it
    - ii. Explain how you will use it to help you meet your goals

Logistics and format:

- 1) Follow MLA or APA format guidelines
- 2) Minimum one full page
- 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document. Submissions posted in text boxes and other file types will not be accepted.

4) Module 5 Discussion Board 1

**Initial post due by Friday @ 11:59 p.m.**

**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**

Topic: Thinking About Goals

- i. What habits help you in meeting your academic goals and which are a hindrance?
- ii. What are the four cornerstones to success and how do you practice them?
- iii. What are SMART goals?

5) Module 5 Discussion Board 2

**Initial post due by Friday @ 11:59 p.m.**

**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**

Topic: Making SMART(er) Goals

- a. Here are three examples of personal goals.
  - i. Lose weight
  - ii. Make more money
  - iii. Make new friends
- b. Choose one of these goals to revise; explain why it is not SMART; and compose a revision to make it SMART.
- c. Note: these are examples of personal goals—you may not use these exact goals or the revisions you or your classmates compose in this discussion in your goals assignment.

## 6) Module 5 Discussion Board 3: Peer Review

**Initial post due by Friday @ 11:59 p.m.**

**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**

- i. After you have submitted your Goal assignment DRAFT, post your assignment here in Word (.doc or .docx) or PDF (.pdf) format.
- ii. Review two classmates' submissions
- iii. Give feedback for areas of improvement

7) Chapter 13 and Goals Quiz **(due by Sunday @ 11:59 p.m.)**8) Goals Assignment FINAL **(due by Sunday @ 11:59 p.m.)**

Rationale:

The purpose of this assignment is to apply concepts from modules one, two, three, to develop short-term academic and personal goals.

Concepts:

- 1) Write a one-paragraph personal mission statement that draws upon your time management and motivational support plans and answers the following questions:
  - a. What do I value most in life?
  - b. What nouns and/or adjectives best describe me?
  - c. Which verbs best describe what I like to do?
  - d. Why am I in college?
  - e. What do I hope to get out of college?
- 5) List your top two personal goals for this semester
  - a. Explain how each goal meets SMART guidelines
- 6) List your top four academic goals for this semester
  - a. Explain how each goal meets SMART guidelines
- 7) Write one paragraph that addresses the following regarding your goals:
  - a. Review the goals you wrote at the beginning of the term and explain how the goals you wrote for this assignment are similar to or different from those goals.
  - b. What is your primary goal and how does it relate to your mission statement?
  - c. Are any of the goals in conflict with each other? If so, how? How will you overcome the conflict?
  - d. What hurdles must you overcome to reach your goals?
  - e. What resources will you use to overcome those hurdles?
  - f. What specific actions are necessary to complete your goals?
  - g. Drawing upon module four, choose a technological time management aid that can help you in achieving your academic and personal goals
    - i. Explain what the time management aid is and why you chose it
    - ii. Explain how you will use it to help you meet your goals

Logistics and format:

- 1) Follow MLA or APA format guidelines

- 2) Minimum one full page
- 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document. Submissions posted in text boxes and other file types will not be accepted.

**Assessments:**

Chapter 13 and Goals Quiz  
Goal Assignment DRAFT  
Module 5 Discussion Board 1  
Module 5 Discussion Board 2  
Module 5 Discussion Board 3  
Goal Assignment FINAL

**Total Points Possible: 85**

Chapter 13 and Goals Quiz 10 points (quizzes)  
Goal Assignment DRAFT 10 points (assignments)  
Module 5 Discussion Board 1: 10 points (participation: 5 for initial post, 2 replies @2.5 each)  
Module 5 Discussion Board 2: 20 points (participation: 10 for initial post, 2 replies @ 5 each)  
Module 5 Discussion Board 3: 20 points (participation: 10 for initial post, 2 replies @ 5 each)  
Goal Assignment FINAL: 10 points (assignments)  
Time Management Plan Revisions: 5 points (extra credit)

**Student Overview:**

Approximate time to complete all module items: 4 hours

- 1) Read  
Chapter 13: Develop Positive Habits  
Supplemental Reading on Goals (available via Bb)
- 2) Watch the Chapter 13 and Goals Videos
- 3) Goals Assignment DRAFT **(due by Friday @ 11:59 p.m.)**
- 4) Module 5 Discussion Board 1: Thinking About Goals  
***Initial post due by Friday @ 11:59 p.m.***  
***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***
- 5) Module 5 Discussion Board 2: Making SMART(er) Goals  
***Initial post due by Friday @ 11:59 p.m.***  
***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***
- 6) Module 5 Discussion Board 3: Peer Review  
***Initial post due by Friday @ 11:59 p.m.***  
***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***
- 7) Chapter 13 and Goals Quiz **(due by Sunday @ 11:59 p.m.)**

8) Goals Assignment FINAL (due by Sunday @ 11:59 p.m.)

Total Points Possible: 85

Chapter 13 and Goals Quiz 10 points

Goal Assignment DRAFT 10 points

Module 5 Discussion Board 1: 10 points (5 for initial post, 2 replies @2.5 each)

Module 5 Discussion Board 2: 20 points (10 for initial post, 2 replies @ 5 each)

Module 5 Discussion Board 3: 20 points (10 for initial post, 2 replies @ 5 each)

Goal Assignment FINAL: 10 points

Time Management Plan Revisions: 5 points (extra credit)

Objectives:

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.5 Utilize a time management aid of choice
2.6 Critically evaluate implementation of their own time management plan
2.7 Revise their time management plan as needed
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
3.4 Critically evaluate and assess classmates' goals
3.5 Assess goal progress at regular intervals

Notes	Adaptations for Online Course
-Be sure to grade week three items and update grade book -Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of discussion -Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their time management plan	-Chapter thirteen and goals reading video -Convert activities to discussion board questions -Post announcement about grades and reminders.



## IDIS 29000 Online Student Overview Module 5

### Student Overview:

Approximate time to complete all module items: 4 hours

- 1) Read: Chapter 13: Develop Positive Habits  
Supplemental Reading on Goals (available via Bb)
- 2) Watch the Chapter 13 and Goals Videos
- 3) Goals Assignment DRAFT **(due by Friday @ 11:59 p.m.)**
- 4) Module 5 Discussion Board 1: Thinking About Goals  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**
- 5) Module 5 Discussion Board 2: Making SMART(er) Goals  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**
- 6) Module 5 Discussion Board 3: Peer Review  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**
- 7) Chapter 13 and Goals Quiz **(due by Sunday @ 11:59 p.m.)**
- 8) Goals Assignment FINAL **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 85

Chapter 13 and Goals Quiz 10 points

Goal Assignment DRAFT 10 points

Module 5 Discussion Board 1: 10 points (5 for initial post, 2 replies @2.5 each)

Module 5 Discussion Board 2: 20 points (10 for initial post, 2 replies @ 5 each)

Module 5 Discussion Board 3: 20 points (10 for initial post, 2 replies @ 5 each)

Goal Assignment FINAL: 10 points

Time Management Plan Revisions: 5 points (extra credit)


### Objectives:

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.5 Utilize a time management aid of choice
2.6 Critically evaluate implementation of their own time management plan
2.7 Revise their time management plan as needed
3.1 Review goal-setting
3.2 Create personal goals
3.3 Create academic goals
3.4 Critically evaluate and assess classmates' goals
3.5 Assess goal progress at regular intervals





Peak Performance  
9th Edition  
Sharon Ferrell



**PEAK PERFORMANCE:  
SUCCESS IN COLLEGE AND BEYOND**

*Chapter 13: Develop Positive Habits*

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**PEAK PERFORMANCE SUCCESS  
FORMULA**



*"If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude."*  
Colin Powell  
65<sup>th</sup> U.S. Secretary of State

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**THE 10 HABITS OF PEAK  
PERFORMERS**

- 1. Be honest.
- 2. Be positive.
- 3. Be responsible.
- 4. Be resilient.
- 5. Be engaged.

*"We are what we repeatedly do. Excellence then, is not an act, but a habit."*  
Aristotle  
Greek philosopher

13-3

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### THE 10 HABITS OF PEAK PERFORMERS

- 6. Be willing to learn.
- 7. Be supportive.
- 8. Be a creative problem solver.
- 9. Be disciplined.
- 10. Be grateful.



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### CHANGE YOUR HABITS BY CHANGING YOUR ATTITUDE

#### Strategies for Creating Positive Change

- 1. Be willing to change.
- 2. Focus on the positive.
- 3. Develop specific goals.
- 4. Change only one habit at a time.
- 5. Start small.



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### CHANGE YOUR HABITS BY CHANGING YOUR ATTITUDE

#### Strategies for Creating Positive Change

- 6. Use visualization and affirmations to imagine success.
- 7. Observe and model others.
- 8. Be aware of your thoughts and behaviors.
- 9. Reward yourself.
- 10. Be patient and persistent.



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**CHANGE YOUR HABITS BY CHANGING YOUR ATTITUDE**

**Overcome These Resistors to Change:**

- Lack of awareness.
- Fear of the unknown.
- Familiarity and comfort.
- Independence.
- Security.
- Tradition.



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**CHANGE YOUR HABITS BY CHANGING YOUR ATTITUDE**

**Overcome These Resistors to Change:**

- Embarrassment.
- Responsibility.
- Environment.
- Cost.
- Difficulty.



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# Goal Setting

## What you'll learn:

- The benefits of setting goals as a chapter
- How to set S.M.A.R.T (specific, measurable, action-oriented, realistic and timely) goals
- How to write an action plan to make sure your chapter meets its goals

Goal setting is central to a successful chapter, but it is one of the more challenging and overlooked tasks for student organizations. Setting goals helps you to: define your chapter, give the group direction, and set you up for success.

## What is Goal Setting?

Goal setting is a collaborative process your chapter can undertake to figure out what you should focus on both in the short- and long-term. You can think about setting internal goals (e.g. working on the communication structures within your chapter, increasing the number of members interested in leadership positions), and external goals (e.g. reaching a certain number of people, holding a certain number of outreach events on campus). You can divide the goals you want to set by area or topic such as membership, programming, or fundraising. The ultimate objective is to develop an action plan your chapter is excited about and invested in for the semester or school year ahead and build a leadership team that is committed to following through and executing it. Learn more in [Building a Leadership Team](#).

## Why Set Goals?

### Goals:

- Give direction to your chapter
- Allow you to plan ahead and be prepared
- Provide a basis for recognizing chapter successes and accomplishments
- Motivate chapter members
- Help delegate responsibility within your chapter
- Make evaluation easier and more valid
- Are the first step to developing *tactics*: the specific actions your chapter will take

### Goals should be S.M.A.R.T

Once goals are set, put them through the S.M.A.R.T. test – ask yourself if your goals meet each of these criteria:

- ✓ **S**pecific – Goals should pinpoint specific things.
- ✓ **M**easurable – You should be able to know when you reach a goal.
- ✓ **A**ction-oriented – You should be able to break a goal down into discrete tasks.
- ✓ **R**ealistic – You should have the resources, time and manpower you'll need to achieve goals.
- ✓ **T**imely – You should set timelines and deadlines for goals to be met and hold the group accountable.

## Goal Setting Process

### Things to keep in mind:

- Goal setting is an ongoing process: you should begin as soon as possible. If you choose to engage in goal setting at the end of the previous semester or school year, it's helpful to have the new

president and leadership board in place at that time. Be sure to check in throughout the year to gauge your chapter's progress. You can plan for either the semester or the entire year – whichever seems more manageable.

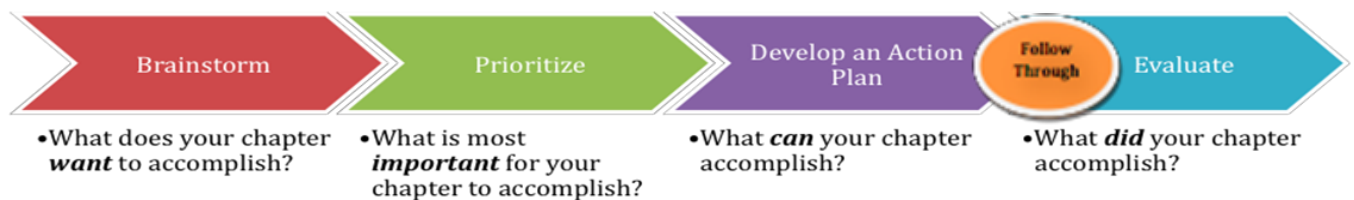
- Goals should be set as a group with the entire chapter leadership, including your advisor. Make sure everyone's ideas are represented and that you have consensus or majority rule on goals and action steps. This is crucial to ensure commitment and motivation for achieving goals. If your members disagree with the direction and goals that are set for the chapter, they have little incentive to complete the tasks that need to be done to accomplish the goal.

### Before you begin:

- Schedule a board retreat or special meeting specifically for the goal-setting exercise. Make sure you allow plenty of time to get through the following goal setting exercise and take breaks if necessary.
- Reserve space and have all the materials you need (large chart paper, markers, food, etc).
- Goal setting should be a fun and exciting process! Make sure to get your chapter members pumped up about creating the road map you will all take as a chapter together. To kick things off, start with an icebreaker or short team-building activity. See [Building a Leadership Team](#).

### Steps to Effective Goal Setting

These are the basic steps you and your chapter should take to come up with your goals for the school year or semester ahead:



#### 1. Brainstorm a list of potential ideas of what the chapter would like to achieve.

- Appoint a note taker and a moderator from the group to lead the brainstorming session.
- It may be helpful to break the brainstorming down into categories (e.g. membership, programs/events, meetings, marketing/publicity, leadership, and advocacy) and set a time limit for each category to make sure everything gets discussed in a timely manner.
- Start by asking what the group would like to see your chapter accomplish. Ideas can turn into goals, so allow people to say whatever comes to mind. No idea is too big, small, or silly to make the list.
- Every member should take part in the brainstorming to make sure all perspectives are included. This is important for chapter morale, cohesion, and willingness to participate.

#### 2. Prioritize.

- Now that you have a long list of ideas, you must narrow it down to those you will adopt as goals for your chapter. This can be difficult, but it is crucial to the success of any goal-setting exercise.
- Remind your chapter of the Active Minds mission. Your chapter's goals should reflect the four main objectives of all chapters which are to:
  - Increase students' awareness of mental health issues
  - Provide information about resources regarding mental health and mental illness
  - Encourage students to seek help as soon as it's needed
  - Serve as liaison between students and the mental health community
- Have each member rank their top few goals and share why they chose them.
- As a group, rate goals in order of importance.
- Remind everyone that goals must be realistic and achievable.

- Narrow the list down to 1-3 S.M.A.R.T. goals.

### **3. Develop an Action Plan.**

After you've agreed on the goals you are adopting for your chapter, come up with the steps you need to take in order to reach this goal. Some goals may only require a few steps, and some will have several. The important thing is to be as specific as possible. Under each step, think about what tasks you need to complete in order to accomplish that step. See *Appendix: Example Action Plan* for a great sample.

Consider the following as you create your Action Plan:

- What are the steps you must take to accomplish your goal?
- What resources (people, money and materials) will help you accomplish each step?
- Who is responsible for completing the tasks under each step?
- What should the deadline be for accomplishing each step?
- What will the outcome of accomplishing each step be?

For help with incorporating fundraising into action planning, see the [Chapter Fundraising Planning Guide](#).

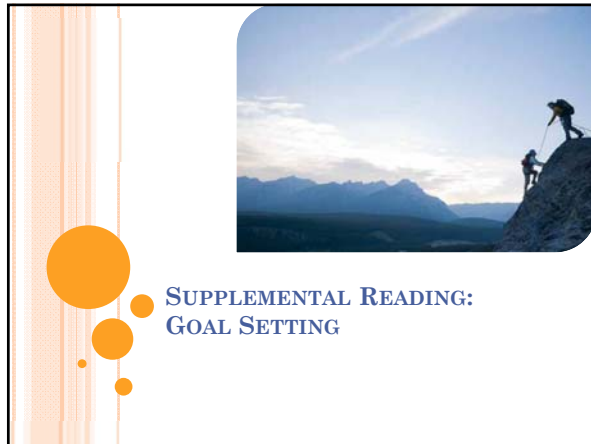
### **4. Evaluate.**

Evaluation is crucial in figuring out whether chapter goals have been met. Evaluation also allows your chapter to re-visit your original goals to see if they still reflect the direction in which the chapter wants to move. If reaching the goals you originally set has proven challenging, evaluation is also a time to recognize the obstacles that have gotten in the way and revise the action plan as necessary. See [Evaluation](#) for more on how to evaluate your chapter goals.

*Adapted from the University of Florida Leadership Education and Development (LEAD) Team and the University of Kentucky Office of Student Activities, Leadership & Involvement.*







**SUPPLEMENTAL READING:  
GOAL SETTING**

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**SMART AND DAPPS GOALS**

**S** **SPECIFIC**  
Define the goal as much as possible with no unclear language

**M** **MEASURABLE**  
Can you track the progress and measure the outcome?

**A** **ATTAINABLE/ACHIEVABLE**  
Is the goal reasonable enough to be accomplished? How so?

**R** **RELEVANT**  
Is the goal worthwhile and will it meet your needs?

**T** **TIMELY**  
Your objective should include a time limit. Ex: I will complete this step by month/year.

**DAPPS**  
Goal Setting Model

To set and achieve a goal, just remember "DAPPS"

D	A	P	P	S
<b>Dated</b> When will you accomplish your goal?	<b>Achievable</b> Is it reasonable enough to be accomplished?	<b>Personal</b> Is it something you want to do?	<b>Positive</b> Is it a positive goal?	<b>Specific</b> Is it clear and measurable?

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**SMART GOALS**

**S** **SPECIFIC**  
Define the goal as much as possible with no unclear language

**M** **MEASURABLE**  
Can you track the progress and measure the outcome?

**A** **ATTAINABLE/ACHIEVABLE**  
Is the goal reasonable enough to be accomplished? How so?

**R** **RELEVANT**  
Is the goal worthwhile and will it meet your needs?

**T** **TIMELY**  
Your objective should include a time limit. Ex: I will complete this step by month/year.

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SETTING AND ACHIEVING GOALS

- Ongoing process
- Brainstorm
- Prioritize
- Plan
- Evaluate

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**Instructor Overview**

Reading: Chapter 5: Listen and Take Effective Notes

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
4.2 Reflect on previous study plan	C/A	Ap/An

In-Class Activities:

- 1) Check-in (5 minutes)
  - a. How are classes going?
  - b. Preview this week's items
- 2) Facilitate discussion/review chapter 5 (10 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
    - i. Attentive Listening
    - ii. Note taking
    - iii. Reviewing
- 3) Activity
  - a. Ask students to complete an in-class response piece that addresses the following: (10 minutes)
    - i. What time management aid have you been using this semester and how is it working for you? How could you better utilize this tool?
      1. If you are not using a time management aid, write about what you plan to start using this week—you will be required to discuss it next week.
    - ii. Think about your listening and note-taking habits throughout your college career thus far.
      1. Did you have a plan for listening and note-taking? If so, what were the strengths and weaknesses for your plan?
      2. What listening and note-taking strategies have worked well and which ones have not? Why?
  - b. Place students in teams of three and ask them to discuss their responses (10 minutes)
  - c. Facilitate discussion on common pitfalls and best strategies that came out of team discussions (10 minutes)

## 4) Reminder: Campus Resources and Campus Events Assignments (5 minutes)

## a. Due Module 8

## Assignments:

None

## Assessments:

Chapter 5 Quiz: 10 points quizzes

Discussion: 10 points participation

**Student Overview**Module 6, Lesson 1

Reading: Chapter 5: Listen and Take Effective Notes

Assessments: In-Class Discussion and Activities

Chapter 5 Quiz

Assignments: None

Total Points Possible: 20

Discussion Participation: 10 points

Chapter 5 Quiz

## Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.5 Utilize a time management aid of choice
4.2 Reflect on previous study plan

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week five items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> <li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their goals assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter five video</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>

**Instructor Overview**

Reading: Chapter 6: Actively Read

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
4.2 Reflect on previous study plan	C/A	Ap/An

In-Class Activities:

- 1) Facilitate discussion/review chapter 5 (10 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
    - i. Comprehension
    - ii. Interpreting
    - iii. Retention
    - iv. Active Reading
      1. The five-part reading system
      2. SQ3R
    - v. Reading and review strategies
- 2) Activity
  - a. Ask students to complete an in-class response piece that addresses the following: (10 minutes)
    - i. Think about your reading and review habits throughout your college career thus far.
      1. Did you have a plan for reading and reviewing? If so, what were the strengths and weaknesses for your plan?
      2. What reading and review strategies have worked well and which ones have not? Why?
  - b. Place students in teams of three and ask them to discuss their responses (10 minutes)
  - c. Facilitate discussion on common pitfalls and best strategies that came out of team discussions (10 minutes)
- 3) Reminder: Campus Resources and Campus Events Assignments (5 minutes)
  - a. Due Module 8

## Assignments:

None

## Assessments:

Chapter 6 Quiz: 10 points quizzes

Discussion: 10 points participation

**Student Overview**Module 6, Lesson 2

Reading: Chapter 6: Actively Read

Assessments: In-Class Discussion and Activities  
Chapter 6 Quiz

Assignments: None

Total Points Possible: 20

Discussion Participation: 10 points

Chapter 6 Quiz: 10 points

## Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.5 Utilize a time management aid of choice
4.2 Reflect on previous study plan

Notes	Adaptations for Online Course
-Be sure to return graded week five items and update grade book -Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion -Take a copy of the class roster to class to check mark student participation during discussion -Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their goals assignment	-Chapter six video -Convert activities to discussion board questions -Post announcement about grades and reminders.

## IDIS 29000 Student Overview Module 6

Approximate time to complete all module items: 3 hours

### Student Overview

#### Module 6, Lesson 1

Reading: Chapter 5: Listen and Take Effective Notes

Assessments: In-Class Discussion and Activities  
Chapter 5 Quiz

Assignments: None

#### Module 6, Lesson 2

Reading: Chapter 6: Actively Read

Assessments: In-Class Discussion and Activities  
Chapter 6 Quiz

Assignments: None

Total Points Possible: 40

Chapter 5 Quiz: 10 points

Discussion Participation 1: 10 points

Chapter 6 Quiz: 10 points

Discussion Participation 2: 10 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.5 Utilize a time management aid of choice
4.2 Reflect on previous study plan





**Instructor Overview**

Reading: Chapter 5: Listen and Take Effective Notes

Chapter 6: Actively Read

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap
Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
4.2 Reflect on previous study plan	C/A	Ap/An

**Online Activities:**

## 1) Read

Chapter 5: Listen and Take Effective Notes

Chapter 6: Actively Read

## 2) Watch the Chapter 5 and Chapter 6 Videos

3) Study Habits Response Piece **(due by Friday @ 11:59 p.m.)**

- a. What time management aid have you been using this semester and how is it working for you? How could you better utilize this tool?
  - i. If you are not using a time management aid, write about what you plan to start using this week—you will be required to discuss it next week.
- b. Think about your listening and note-taking habits throughout your college career thus far.
  - i. Did you have a plan for listening and note-taking? If so, what were the strengths and weaknesses for your plan?
  - ii. What listening and note-taking strategies have worked well and which ones have not? Why?
- c. Think about your reading and review habits throughout your college career thus far.
  - i. Did you have a plan for reading and reviewing? If so, what were the strengths and weaknesses for your plan?
  - ii. What reading and review strategies have worked well and which ones have not? Why?

## 4) Module 6 Discussion Board 1

**Initial post due by Friday @ 11:59 p.m.**

**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**

Topic: Note-taking

What note taking strategies have worked best for you in different subjects and what advice do you have for other students to help them improve their note-taking?

- 5) Module 6 Discussion Board 2

***Initial post due by Friday @ 11:59 p.m.***

***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***

*Topic: Reading*

What reading strategies have worked best for you in different subjects and what advice do you have for other students to help them improve their reading?

- 6) Chapter 5 Quiz (**due by Sunday @ 11:59 p.m.**)

- 7) Chapter 6 Quiz (**due by Sunday @ 11:59 p.m.**)

**Assessments:**

Chapter 5 Quiz

Chapter 6 Quiz

Study Habits Response Piece

Module 6 Discussion Board 1

Module 6 Discussion Board 2

**Total Points Possible: 40**

Chapter 5 Quiz: 10 points (quizzes)

Chapter 6 Quiz: 10 points (quizzes)

Study Habits Response Piece: 10 points (participation)

Module 6 Discussion Board 1: 5 points (participation: 2 for initial post, 2 replies @1.5 each)

Module 6 Discussion Board 2: 5 points (participation: 2 for initial post, 2 replies @1.5 each)

**Student Overview:**

Approximate time to complete all module items: 3 hours

- 1) Read

Chapter 5: Listen and Take Effective Notes

Chapter 6: Actively Read

- 2) Watch the Chapter 5 and Chapter 6 Videos

- 3) Module 6 Discussion Board 1

***Initial post due by Friday @ 11:59 p.m.***

***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***

- 4) Module 6 Discussion Board 2

***Initial post due by Friday @ 11:59 p.m.***

***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***

- 5) Chapter 13 and Goals Quiz **(due by Sunday @ 11:59 p.m.)**
- 6) Study Habits Response Piece **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 40

Chapter 5 Quiz: 10 points

Chapter 6 Quiz: 10 points

Study Habits Response Piece: 10 points

Module 6 Discussion Board 1: 5 points

Module 6 Discussion Board 2: 5 points

Objectives:

Common Objectives Spanning the Course/Curriculum	
5.2	Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3	Utilize a minimum of one campus resource other than advising
5.4	Participate in a minimum of one campus event
Module Objectives	
2.5	Utilize a time management aid of choice
4.2	Reflect on previous study plan

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to grade week five items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of discussion</li> <li>-Remind students about event and resource assignments due in module eight</li> </ul>	<ul style="list-style-type: none"> <li>-Chapters five and six videos</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>



## IDIS 29000 Online Student Overview Module 6

### Student Overview:

Approximate time to complete all module items: 3 hours

- 1) Read  
Chapter 5: Listen and Take Effective Notes  
Chapter 6: Actively Read
- 2) Watch the Chapter 5 and Chapter 6 Videos
- 3) Module 6 Discussion Board 1  
***Initial post due by Friday @ 11:59 p.m.***  
***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***
- 4) Module 6 Discussion Board 2  
***Initial post due by Friday @ 11:59 p.m.***  
***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***
- 5) Chapter 5 Quiz (**due by Sunday @ 11:59 p.m.**)
- 6) Chapter 6 Quiz (**due by Sunday @ 11:59 p.m.**)
- 7) Study Habits Response Piece (**due by Sunday @ 11:59 p.m.**)

Total Points Possible: 40

Chapter 5 Quiz: 10 points  
Chapter 6 Quiz: 10 points  
Study Habits Response Piece: 10 points  
Module 6 Discussion Board 1: 5 points  
Module 6 Discussion Board 2: 5 points

### Objectives:

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.5 Utilize a time management aid of choice
4.2 Reflect on previous study plan



Peak Performance  
9th Edition  
Sharon Ferrett

# PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND

## Chapter 5: Listen and Take Effective Notes

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# LISTENING TO THE MESSAGE: ATTENTIVE LISTENING STRATEGIES

PREPARE TO LISTEN

- Be willing to listen.
- Be open to new ideas.
- Position yourself to listen.
- Reduce distractions.
- Show you are listening.

5-2

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# LISTENING TO THE MESSAGE: ATTENTIVE LISTENING STRATEGIES

1. Be quiet.
2. Stay focused.
3. Show empathy, respect, and genuine interest.
4. Observe the speaker.
5. Predict and ask questions.
6. Integrate learning styles and use all your senses.
7. Postpone judgment.

STAY ATTENTIVE.

5-3

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## THE CORNELL SYSTEM OF NOTE TAKING



Logical

Sequential

Step-by-step

- Notes
- Cues
- Summary

5-4

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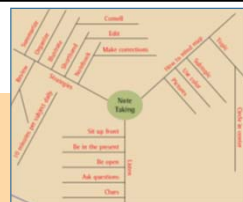
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## MIND MAPS

- Visual
- Holistic
- Associations and Patterns
  - Main idea in center
  - Branches with subtopics



5-5

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## COMBINATION NOTE-TAKING SYSTEMS

- Highlighting
- Organizing
- Comparing
- Contrasting
- Looking for Patterns



See Figure 5.4 in your textbook for a sample Combination Note-Taking System.

5-6

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## NOTE-TAKING STRATEGIES



1. **Preview the material.**
2. **Go to every class and be on time.**
3. **Sit up front.**
4. **Use all your senses.**
5. **Make note taking active and physical.**

5-7

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## ASSESS AND REVIEW YOUR NOTES

1. Summarize in your own words.

2. Edit and revise your notes.

3. Create a sample test.

4. Use visual cues.

5. Review your notes.

- Before class; arrive early
- Before going to sleep
- With your study group

6. Monitor and evaluate.



5-8

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Peak Performance  
9th Edition  
Sharon Ferrellt

## PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND

### Chapter 6: Actively Read

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**Comprehension** is the ability to understand the main ideas and details as they are written.

**Interpreting** what you read means developing ideas of your own and being able to summarize the material in your own words.

**Retention** is the process by which you store information.

**Active reading** is involved and intentional.

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## THE FIVE-PART READING SYSTEM

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graph TD
    1[1. Prepare.] --> 2[2. Preview.]
    2 --> 3[3. Predict questions.]
    3 --> 4[4. Process information.]
    4 --> 5[5. Paraphrase and review.]
    5 --> 1

```

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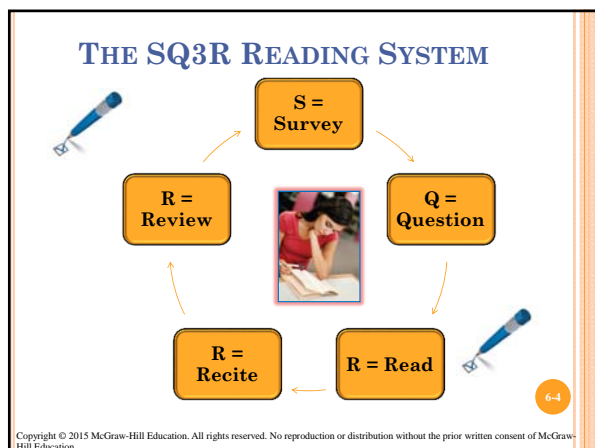
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### OVERALL READING STRATEGIES

1. Determine your purpose.
2. Set reading goals.
3. Concentrate.
4. Create an outline.
5. Identify key words and key concepts.
6. Make connections.
7. Take frequent breaks.
8. Integrate learning styles.

“To read without reflecting is like eating without digesting.”  
EDMUND BURKE  
*British statesman and author*

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6-5

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### REVIEWING STRATEGIES

1. Summarize in writing.
2. Summarize out loud.
3. Review and reflect.
4. Read and review often.

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6-6

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## BUILD YOUR VOCABULARY

- Observe your words and habits
- Be creative and use expressive words
- Associate with articulate people
- Look up words you do not know and write down new words
- Practice mentally and in conversation
- Look for context clues
- Learn common word parts
- Read

6-7

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**Instructor Overview**

Reading: Chapter 7: Improve Your Memory Skills

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
4.3 Create a study plan for all current or next semester courses	C/P	Ap/Cr

In-Class Activities:

- 1) Check-in (5 minutes)
  - a. How are classes going?
  - b. Preview this week's items
- 2) Facilitate discussion/review chapter 7 (10 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
    - i. The memory process
    - ii. Memory strategies
- 3) Small Group Discussion
  - a. Place students in small groups and ask them to discuss the following: (15 minutes)
    - i. What time management aid have you been using this semester and how is it working for you? How could you better utilize this tool?
    - ii. Review each of the memory strategies on pages 218-223. Which strategies have worked well and which ones have not? Why?
  - b. Facilitate discussion on common pitfalls and best strategies that came out of team discussions (10 minutes)
- 4) Discuss Study Plan Assignment DRAFT (5 minutes)
  - a. Bring TWO printed copies to the next class meeting!

Rationale: The purpose of this plan is to consider ways in which you may apply concepts from modules six and seven to your unique academic goals and life circumstances.

Prepare: Complete the following activities in the text.

- 1) Listening self-assessment (worksheet 5.2, page 171)
- 2) Attitudes and reading (worksheet 6.2, page 205)

- 3) Memory (worksheet 7.2, page 237-238)
- 4) Test Anxiety (exercise 8.3, page 257-258)
- 5) Exam Schedule (worksheet 8.2, page 267)

Concepts: After the prewriting activities and discussions, compose a comprehensive study plan for the current or future semester that addresses the following:

- 1) Summarize your results of the activities above
- 2) Explain how your study skills affect and/or are affected by your:
  - a. Motivation (module one)
  - b. Emotional intelligence (module two)
  - c. Interpersonal relationships (module three)
- 3) Explain how you studied previously, what (if anything) you are doing differently now, and your plans for studying in the future. Be sure to include:
  - a. Listening/note-taking (chapter five)
  - b. Reading (chapter six)
  - c. Memory (chapter seven)
  - d. Test-taking (chapter eight)

Logistics and format:

- 1) Follow MLA or APA format guidelines
- 2) Minimum one full page
- 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document. Submissions posted in text boxes and other file types will not be accepted.

- 5) Reminder: Campus Resources and Campus Events Assignments (5 minutes)
  - a. Due Module 8

Assignments:

Study Plan (due later in the week)  
Campus Resources Assignment (due next week)  
Campus Events Assignment (due next week)

Assessments:

Chapter 7 Quiz: 10 points quizzes  
Discussion: 10 points participation

### **Student Overview**

#### Module 7, Lesson 1

Reading: Chapter 7: Improve Your Memory Skills  
Assessments: In-Class Discussion and Activities  
Chapter 7 Quiz  
Assignments: None  
Total Points Possible: 20



Discussion Participation: 10 points

Chapter 7 Quiz: 10 points

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

<b>Common Objectives Spanning the Course/Curriculum</b>
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

<b>Module Objectives</b>
2.5 Utilize a time management aid of choice
4.3 Create a study plan for all current or next semester courses

<b>Notes</b>	<b>Adaptations for Online Course</b>
<ul style="list-style-type: none"> <li>-Be sure to return graded week sox items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> <li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their goals assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter seven and eight videos</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>



**Instructor Overview**

Reading: Chapter 8: Excel at Taking Tests

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
4.3 Create a study plan for all current or next semester courses	C/P	Ap/Cr

In-Class Activities:

- 1) Facilitate discussion/review chapter 8 (10 minutes)
  - a. See PowerPoint for key topics
  - b. Instructor-led review of main points
  - c. Instructor-facilitated discussion questions about key topics
    - i. Test-taking preparation and strategies
    - ii. Post-test follow-up
    - iii. Test anxiety
- 2) Study Plan Peer Review (35 minutes)
  - a. Students must give their two copies to different peers for review
  - b. Students must show their two copies, with peer feedback before leaving class
    - i. Copies 2 @ 2.5 points each
    - ii. Peer feedback given @ 5 points
- 3) Review Study Plan Assignment FINAL draft and deadline (5 minutes)
 

Rationale: The purpose of this plan is to consider ways in which you may apply concepts from modules six and seven to your unique academic goals and life circumstances.

Prepare: Complete the following activities in the text.

- 1) Listening self-assessment (worksheet 5.2, page 171)
- 2) Attitudes and reading (worksheet 6.2, page 205)
- 3) Memory (worksheet 7.2, page 237-238)
- 4) Test Anxiety (exercise 8.3, page 257-258)
- 5) Exam Schedule (worksheet 8.2, page 267)

Concepts: After the prewriting activities and discussions, compose a comprehensive study plan for the current or future semester that addresses the following:

- 1) Summarize your results of the activities above
- 2) Explain how your study skills affect and/or are affected by your:
  - a. Motivation (module one)
  - b. Emotional intelligence (module two)

- c. Interpersonal relationships (module three)
- 3) Explain how you studied previously, what (if anything) you are doing differently now, and your plans for studying in the future. Be sure to include:
  - a. Listening/note-taking (chapter five)
  - b. Reading (chapter six)
  - c. Memory (chapter seven)
  - d. Test-taking (chapter eight)

Logistics and format:

- 1) Follow MLA or APA format guidelines
  - 2) Minimum one full page
  - 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document. Submissions posted in text boxes and other file types will not be accepted.
- 4) Reminder: Campus Resources and Campus Events Assignments (5 minutes)
- a. Due Module 8

Assignments:

Study Plan DRAFT: 20 points (assignments)  
Study Plan FINAL: 30 points (assignments)  
Campus Resources Assignment (assignments--due next week)  
Campus Events Assignment (assignments--due next week)

Assessments:

Chapter 8 Quiz: 10 points quizzes  
Discussion: 10 points participation  
Study Plan Peer Review: 20 points (10 points for bringing copies, 2 peer reviews @ 5 points each)

**Student Overview**

Module 7, Lesson 2

Reading: Chapter 8: Excel at Taking Tests  
Assessments: In-Class Discussion and Activities  
Chapter 8 Quiz  
Assignments: Study Plan DRAFT  
Study Plan FINAL

Total Points Possible: 90

Discussion Participation: 10 points  
Chapter 8 Quiz: 10 points  
Study Plan Peer Review: 20 points  
Study Plan DRAFT: 20 points  
Study Plan FINAL: 30 points

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
2.5 Utilize a time management aid of choice
4.3 Create a study plan for all current or next semester courses

Notes	Adaptations for Online Course
<ul style="list-style-type: none"> <li>-Be sure to return graded week sox items and update grade book</li> <li>-Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of chapter discussion</li> <li>-Take a copy of the class roster to class to check mark student participation during discussion</li> <li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their goals assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter seven and eight videos</li> <li>-Convert activities to discussion board questions</li> <li>-Post announcement about grades and reminders.</li> </ul>



## IDIS 29000 Student Overview Module 7

Approximate time to complete all module items: 3 hours

### Student Overview

#### Module 7, Lesson 1

Reading: Chapter 7: Improve Your Memory Skills

Assessments: In-Class Discussion and Activities  
Chapter 7 Quiz

Assignments: None

Total Points Possible: 20

Discussion Participation: 10 points

Chapter 7 Quiz: 10 points

#### Module 7, Lesson 2

Reading: Chapter 8: Excel at Taking Tests

Assessments: In-Class Discussion and Activities  
Chapter 8 Quiz

Assignments: Study Plan DRAFT  
Study Plan FINAL

Total Points Possible: 90

Discussion Participation: 10 points

Chapter 8 Quiz: 10 points

Study Plan Peer Review: 20 points

Study Plan DRAFT: 20 points

Study Plan FINAL: 30 points

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.5 Utilize a time management aid of choice
4.3 Create a study plan for all current or next semester courses





**Instructor Overview**

Reading: Chapter 7: Improve Your Memory Skills  
Chapter 8: Excel at Taking Tests

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap
Module Objectives	Domain	Taxonomy
2.5 Utilize a time management aid of choice	P	Ap
4.3 Create a study plan for all current or next semester courses	C/P	Ap/Cr

**Online Activities:**

## 1) Read

Chapter 7: Improve Your Memory Skills

Chapter 8: Excel at Taking Tests

## 2) Watch the Chapter 7 and Chapter 8 Videos

3) Study Plan DRAFT (**due by Friday @ 11:59 p.m.**)

Rationale: The purpose of this plan is to consider ways in which you may apply concepts from modules six and seven to your unique academic goals and life circumstances.

Prepare: Complete the following activities in the text.

- 1) Listening self-assessment (worksheet 5.2, page 171)
- 2) Attitudes and reading (worksheet 6.2, page 205)
- 3) Memory (worksheet 7.2, page 237-238)
- 4) Test Anxiety (exercise 8.3, page 257-258)
- 5) Exam Schedule (worksheet 8.2, page 267)

Concepts: After the prewriting activities and discussions, compose a comprehensive study plan for the current or future semester that addresses the following:

- 1) Summarize your results of the activities above
- 2) Explain how your study skills affect and/or are affected by your:
  - a. Motivation (module one)
  - b. Emotional intelligence (module two)
  - c. Interpersonal relationships (module three)
- 3) Explain how you studied previously, what (if anything) you are doing differently now, and your plans for studying in the future. Be sure to include:
  - a. Listening/note-taking (chapter five)
  - b. Reading (chapter six)
  - c. Memory (chapter seven)
  - d. Test-taking (chapter eight)

Logistics and format:

- 1) Follow MLA or APA format guidelines
- 2) Minimum one full page
- 3) Assignments must be submitted as a Word (.doc or .docx) or PDF (.pdf) document. Submissions posted in text boxes and other file types will not be accepted.

4) Module 7 Discussion Board 1

***Initial post due by Friday @ 11:59 p.m.***

***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***

*Topic:* Study Plan Peer Review

- i. After you have submitted your Study Plan DRAFT assignment, post your assignment here in Word (.doc or .docx) or PDF (.pdf) format.
- ii. Review two classmates' submissions
- iii. Give feedback that indicates three strengths and three areas that need improvement

5) Module 7 Discussion Board 2

***Initial post due by Friday @ 11:59 p.m.***

***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***

*Topic:* Memory

Describe three of the memory strategies listed on pages 218-224 that you have used and explain how well they worked. What would you recommend other students do similarly or differently and is your advice the same across all subjects?

6) Module 7 Discussion Board 3

***Initial post due by Friday @ 11:59 p.m.***

***Minimum two responses to classmates due by Sunday @ 11:59 p.m.***

*Topic:* Test Taking

What strategies for preparing for a test listed in the Ferrett text have you used and which strategies do you intend to use?

7) Study Plan FINAL draft (**due by Sunday @ 11:59 p.m.**)

8) Chapter 7 Quiz (**due by Sunday @ 11:59 p.m.**)

9) Chapter 8 Quiz (**due by Sunday @ 11:59 p.m.**)

Assessments:

Chapter 7 Quiz

Chapter 8 Quiz

Study Plan (DRAFT)

Study Plan (FINAL)

Module 7 Discussion Board 1: Peer Review

Module 7 Discussion Board 2: Chapter 7

Module 7 Discussion Board 3: Chapter 8

Total Points Possible: 110

Chapter 7 Quiz: 10 points (quizzes)

Chapter 8 Quiz: 10 points (quizzes)

Study Plan DRAFT: 20 points (assignments)

Study Plan FINAL: 30 points (assignments)

Module 7 Discussion Board 1: 20 points (participation: 10 for initial post, 2 replies @5 each)

Module 7 Discussion Board 2: 10 points (participation: 5 for initial post, 2 replies @2.5 each)

Module 7 Discussion Board 3: 10 points (participation: 5 for initial post, 2 replies @2.5 each)

**Student Overview:**

- 1) Read  
Chapter 7: Improve Your Memory Skills  
Chapter 8: Excel at Taking Tests
- 2) Watch the Chapter 7 and Chapter 8 Videos
- 3) Study Plan DRAFT **(due by Friday @ 11:59 p.m.)**
- 4) Module 7 Discussion Board 1  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**  
Topic: Study Plan Peer Review
- 5) Module 7 Discussion Board 2  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**  
Topic: Memory
- 6) Module 7 Discussion Board 3  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**  
Topic: Test Taking
- 7) Study Plan FINAL draft **(due by Sunday @ 11:59 p.m.)**
- 8) Chapter 7 Quiz **(due by Sunday @ 11:59 p.m.)**
- 9) Chapter 8 Quiz **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 110

Chapter 7 Quiz: 10 points

Chapter 8 Quiz: 10 points

Study Plan DRAFT: 20 points  
 Study Plan FINAL: 30 points  
 Module 7 Discussion Board 1: 20 points  
 Module 7 Discussion Board 2: 10 points  
 Module 7 Discussion Board 3: 10 points

**Objectives:**

<b>Common Objectives Spanning the Course/Curriculum</b>
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
<b>Module Objectives</b>
2.5 Utilize a time management aid of choice
4.3 Create a study plan for all current or next semester courses

<b>Notes</b>	<b>Adaptations for Online Course</b>
-Be sure to grade week six items and update grade book -Read and make notes and discussion questions as appropriate, based on initial impressions of the group for facilitation of discussion -Remind students about event and resource assignments due in module eight	-Chapters seven and eight videos -Convert activities to discussion board questions -Post announcement about grades and reminders.

## IDIS 29000 Online Student Overview Module 7

### Student Overview:

Approximate time to complete all module items: 4 hours

- 1) Read: Chapter 7: Improve Your Memory Skills  
Chapter 8: Excel at Taking Tests
- 2) Watch the Chapter 7 and Chapter 8 Videos
- 3) Study Plan DRAFT **(due by Friday @ 11:59 p.m.)**
- 4) Module 7 Discussion Board 1  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**  
Topic: Study Plan Peer Review
- 5) Module 7 Discussion Board 2  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**  
Topic: Memory
- 6) Module 7 Discussion Board 3  
**Initial post due by Friday @ 11:59 p.m.**  
**Minimum two responses to classmates due by Sunday @ 11:59 p.m.**  
Topic: Test Taking
- 7) Study Plan FINAL draft **(due by Sunday @ 11:59 p.m.)**
- 8) Chapter 7 Quiz **(due by Sunday @ 11:59 p.m.)**
- 9) Chapter 8 Quiz **(due by Sunday @ 11:59 p.m.)**

Total Points Possible: 110


Chapter 7 Quiz: 10 points  
Chapter 8 Quiz: 10 points  
Study Plan DRAFT: 20 points  
Study Plan FINAL: 30 points  
Module 7 Discussion Board 1: 20 points  
Module 7 Discussion Board 2: 10 points  
Module 7 Discussion Board 3: 10 points


### Objectives:

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event
Module Objectives
2.5 Utilize a time management aid of choice
4.3 Create a study plan for all current or next semester courses



Peak Performance  
9th Edition  
Sharon Ferrett





## PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND

### Chapter 7: Improve Your Memory Skills

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## THE MEMORY PROCESS


1. Intention

2. Attention


3. Association

4. Retention

5. Recall



"Memory . . . is the diary that we all carry about with us."  
**OSCAR WILDE**  
*Dramatist*



7-2

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## MEMORY STRATEGIES

- Write it down.
- Go from the general to the specific.
- Reduce information.
- Eliminate distractions.
- Study in short sessions.
- Use all of your senses.
- Use mnemonic devices.
  - Rhymes and rhythms, acronyms, acrostics, association, and chunking.
- Recite.
- Use note cards.
- Practice.



7-3

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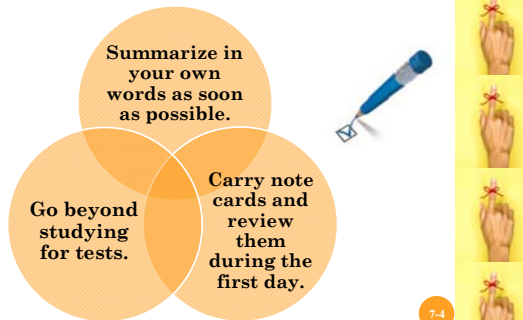
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## SUMMARIZE, REVIEW, AND REFLECT



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Peak Performance  
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Sharon Ferrett



**PEAK PERFORMANCE:  
SUCCESS IN COLLEGE AND BEYOND**

*Chapter 8: Excel At Taking Tests*

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**TEST-TAKING STRATEGIES**

**Before the Test**



- 1. Start on day one.
- 2. Know expectations.
- 3. Ask questions in class.
- 4. Keep up.
- 5. Review immediately.
- 6. Review weekly.

8-2

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**TEST-TAKING STRATEGIES**

**Before the Test**



- 7. Do a final review.
- 8. Use memory techniques.
- 9. Create sample tests.
- 10. Summarize.
- 11. Use your study team.
- 12. Use all available resources.
- 13. Assemble what you will need.

8-3

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**TEST-TAKING STRATEGIES**

## During the Test

- Read and listen to all instructions.
- Write down key information.
- Scan the entire test.
- Answer in an order that draws on strengths
- Final review

8-4

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**TEST-TAKING STRATEGIES**

## After the Test

**1. Analyze and assess.**

- Confirm your grade.
- Determine common types of mistakes.
- Learn what to do differently next time.

8-5

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**USING TEST RESULTS TO IMPROVE FOR THE NEXT TEST**

1. Did I read the test before I started?
2. What were my strengths? What did I do right?
3. What questions did I miss?
4. Did I miss clues in the test? Did I ask the instructor for clarification?
5. How well did I know the content that I was tested on?
6. What should I have studied more?
7. Did I anticipate the style and format of the questions?
8. What didn't I expect?
9. Did I have trouble with certain types of questions?

8-6

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TAKING DIFFERENT TYPES OF TESTS

True/False Tests

- Read the entire question carefully before answering.
- Pay attention to details.
- Watch for qualifiers.
- Watch for faulty cause and effect.
- Always answer every question.
- Trust your instincts.

What is a qualifier?

8-7

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TAKING DIFFERENT TYPES OF TESTS

Multiple Choice Tests

- Read the question carefully.
- Rephrase the question.
- Cover the potential answers.
- Eliminate choices.

8-8

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TAKING DIFFERENT TYPES OF TESTS

Multiple Choice Tests

- Go from easy to difficult in answering questions.
- Watch for combinations like “all of the above” or “none of the above.”
- Look at sentence structure.



8-9

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**TAKING DIFFERENT TYPES OF TESTS**

**Matching Tests**

- Read carefully.
- Eliminate.
- Look for clues.

What are some clues to look for?



8-10

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**TAKING DIFFERENT TYPES OF TESTS**

**Fill-In-The-Blank Tests**

- Watch for grammatical clues.
- Count the number of blanks.
- Watch for the length of the blank.

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**TAKING DIFFERENT TYPES OF TESTS**

**Open-Book Tests**

- Open-book tests typically go beyond basic recall and require critical thinking and analysis.
- Mark important areas in your book.
- Write important information on note cards.
- Use your own words to summarize information.

8-12

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**TAKING DIFFERENT TYPES OF TESTS**

**Essay Tests**

- Budget your writing time.
- Read the question carefully.
- Create an outline.
- Focus on main points.
- Write concisely and correctly.
- Use full time.
- Answer completely: OUTLINE
- Use key terms and phrases.

See Peak Progress 8.4 for key words in essay questions.

8-13

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**OVERCOME OBSTACLES**

**Test Anxiety**

1. Dispute negative thoughts and conversations.
2. Rehearse.
3. Get regular exercise.
4. Eat breakfast.
5. Visualize success.

*"It's not whether you get knocked down, it's whether you get up."*  
Vince Lombardi  
Professional football coach

8-14

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**Instructor Overview**

Reading: None

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
5.3 Utilize a minimum of one campus resource other than advising	P	Ap
5.4 Participate in a minimum of one campus event	P	Ap

Module Objectives	Domain	Taxonomy
1.6 Evaluate the effectiveness of their motivational support plan	C/P	An/E
1.7 Revise their motivational support plan for implementation	C/P	Cr
2.5 Utilize a time management aid of choice	P	Ap
2.6 Critically evaluate implementation of their own time management plan	C/P	An/E
2.7 Revise their time management plan as needed	C/P	E/Cr
2.8 Create a time management plan for the second eight weeks of the term	C/P	Cr
3.5 Assess goal progress at regular intervals	C	An/E
4.4 Set academic goals that are consistent with their study plan	C/P	Ap/Cr

**In-Class Activities:**

- 1) Check-in (5 minutes)
  - a. How are classes going?
  - b. Preview this week's items
  - c. Remind students to make advising appointments to plan for next term if they have not done so already
  
- 2) Reminders about this week: (10 minutes)
  - a. No second class meeting this week
  - b. All items due by Friday at 5:00 p.m., no exceptions
    - 1) Final Exam (comprehensive, multiple choice)
    - 2) Course evaluation
    - 3) Campus Resource and Event Assignments
    - 3) Assignment revisions (up to 10 points extra credit—must summarize changes—quick links in M8 folder)
      - a) Motivational Support Plan
      - b) Time Management Plan FINAL
      - c) Goals Assignment FINAL
      - d) Study Plan FINAL
    - 4) Module 8 Response Piece
      - encourage students to review assignments/complete revisions before completing the response piece

**Assignments:**

Assignment Revisions (due by Friday @ 5:00 p.m.): 0-40 points  
 Campus Resources Assignment (due by Friday @ 5:00 p.m.): 30 points  
 Campus Events Assignment (due by Friday @ 5:00 p.m.): 30 points  
 Module 8 Response piece (due by Friday @ 5:00 p.m.): 50 points

**Assessments:**

Course Evaluation (due by Friday @ 5:00 p.m.)  
 Final Exam (due by Friday @ 5:00 p.m.): 100 points

**Student Overview**Module 8

Reading: None  
 Assessments: Course Evaluation  
 Final Exam  
 Assignments: Assignment Revisions (extra credit)  
 Module 8 Response Piece  
 Campus Resources Assignment  
 Campus Events Assignment

**Total Points Possible: 210-250**

Final exam: 100 points  
 Campus Resources Assignment: 30  
 Campus Events Assignment: 30  
 Module 8 Response Piece: 50  
 Assignment Revisions: 0-40 points extra credit in total

**Objectives:**

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
1.6 Evaluate the effectiveness of their motivational support plan
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2.6 Critically evaluate implementation of their own time management plan
2.7 Revise their time management plan as needed
2.8 Create a time management plan for the second eight weeks of the term
3.5 Assess goal progress at regular intervals
4.4 Set academic goals that are consistent with their study plan



Notes	Adaptations for Online Course
<ul style="list-style-type: none"><li>-Be sure to return graded week seven items and update grade book</li><li>-Class only meets one day this week since the final exam is available via Bb. Strongly encourage students to use the second class meeting time to complete the final exam, giving them time to connect with you if there are issues well ahead of the deadline, as no extensions will be granted.</li><li>-Make sure you understand the links and extra credit structure, students may earn up to 10 points for revisions on the four major assignments listed. Quick links will be available in the module eight folder and students must give a brief summary of the revisions they made and why. Students may earn up to 10 points extra credit. For example: a student who already earned a 10/10 on an assignment, and completes a revision with rationale may have a final grade of up to 20/10.</li><li>-Take a copy of the class roster to class to check mark student participation during discussion</li><li>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their module 8 response piece</li></ul>	<ul style="list-style-type: none"><li>-Post announcement about grades, Friday deadlines, extra credit and reminders.</li><li>-Post an announcement to run mid-week to encourage students to complete the course evaluation and explain why it is important.</li></ul>



## IDIS 29000 Student Overview Module 8

Approximate time to complete all module items: 2-4 hours

### Student Overview

#### Module 8

Reading: None  
Assessments: Course Evaluation  
Final Exam  
Assignments: Assignment Revisions (extra credit)  
Module 8 Response Piece  
Campus Resources Assignment  
Campus Events Assignment

Total Points Possible: 210-250

Final exam: 100 points  
Campus Resources Assignment: 30  
Campus Events Assignment: 30  
Module 8 Response Piece: 50  
Assignment Revisions: 0-40 points extra credit in total

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)  
Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course
5.3 Utilize a minimum of one campus resource other than advising
5.4 Participate in a minimum of one campus event

Module Objectives
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1.7 Revise their motivational support plan for implementation
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**Instructor Overview**

Reading: None

Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

Domains: Cognitive (C), Affective (A), Psychomotor (P)

Common Objectives Spanning the Course/Curriculum	Domain	Taxonomy
5.2 Meet with Academic Advisor one-on-one a minimum of one time during the course	P	Ap
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2.5 Utilize a time management aid of choice	P	Ap
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2.7 Revise their time management plan as needed	C/P	E/Cr
2.8 Create a time management plan for the second eight weeks of the term	C/P	Cr
3.5 Assess goal progress at regular intervals	C	An/E
4.4 Set academic goals that are consistent with their study plan	C/P	Ap/Cr

## 1) Reminders about this week:

## a. All items due by Friday at 5:00 p.m., no exceptions

1) Final Exam (comprehensive, multiple choice)

2) Course evaluation

3) Campus Resource and Event Assignments

3) Assignment revisions (up to 10 points extra credit—must summarize changes—quick links in M8 folder)

a) Motivational Support Plan

b) Time Management Plan FINAL

c) Goals Assignment FINAL

d) Study Plan FINAL

## 4) Module 8 Response Piece

-encourage students to review assignments/complete revisions before completing the response piece

## Assignments:

Assignment Revisions (due by Friday @ 5:00 p.m.): 0-40 points

Campus Resources Assignment (due by Friday @ 5:00 p.m.): 30 points

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Module 8 Response piece (due by Friday @ 5:00 p.m.): 50 points

## Assessments:

Course Evaluation (due by Friday @ 5:00 p.m.)

Final Exam (due by Friday @ 5:00 p.m.): 100 points

**Student Overview**Module 8

Reading: None

Assessments: Course Evaluation  
Final ExamAssignments: Assignment Revisions (extra credit)  
Module 8 Response Piece  
Campus Resources Assignment  
Campus Events Assignment

Total Points Possible: 210-250

Final exam: 100 points

Campus Resources Assignment: 30

Campus Events Assignment: 30

Module 8 Response Piece: 50

Assignment Revisions: 0-40 points extra credit in total

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<p>-Make sure you understand the links and extra credit structure, students may earn up to 10 points for revisions on the four major assignments listed. Quick links will be available in the module eight folder and students must give a brief summary of the revisions they made and why. Students may earn up to 10 points extra credit. For example: a student who already earned a 10/10 on an assignment, and completes a revision with rationale may have a final grade of up to 20/10.</p> <p>-Take a copy of the class roster to class to check mark student participation during discussion</p> <p>-Encourage students to look through their notes and reflect back on discussion/activities from last week and this week as they approach their module 8 response piece</p>	
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## IDIS 29000 Online Student Overview Module 8

### Module 8 Student Overview:

Approximate time to complete all module items: 2-4 hours

- 1) Complete the Course Evaluation **(due by Friday at 5:00 p.m.)**
- 2) Assignment Revisions **(extra credit due by Friday at 5:00 p.m.)**
- 3) Module 8 Response Piece **(due by Friday at 5:00 p.m.)**
- 4) Campus Resources Assignment **(due by Friday at 5:00 p.m.)**
- 5) Campus Events Assignment **(due by Friday at 5:00 p.m.)**
- 6) Final Exam **(due by Friday at 5:00 p.m.)**

Total Points Possible: 210-250

Final exam: 100 points

Campus Resources Assignment: 30

Campus Events Assignment: 30

Module 8 Response Piece: 50

Assignment Revisions: 0-40 points extra credit in total

### Objectives:

Taxonomy: Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (Cr)

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