



IDIS 11000 Instructor Manual
Indiana University-Purdue University Fort Wayne
Student Success and Transitions
Fall 2017
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Contents:

Introduction

Course Design Document

Alignment Chart

Instructor Syllabus Template

Supplemental Resources

Textbook Selections

Jump Start

Lesson Plans

Day 1=Weeks 1 and 2

Day 2=Weeks 3 and 4

Day 3=Weeks 5 and 6

Day 4=Weeks 7 and 8

Student Overviews

Face-to-Face and Online Weeks 1-8

Lesson Plans

Student Overviews

Supplemental Materials

Notes



IDIS 11000 Instructor Manual Introduction

Hello, and welcome to the fall 2017 launch of IDIS 11000: Freshmen Success course at Indiana University-Purdue University Fort Wayne. This course is designed for conditionally admitted students in the Student Success Program, in 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 fall term; online eight week during the fall term; and accelerated jump start, which meets for four days prior to the start of fall term and will be delivered in a hybrid format. 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.

Weeks 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.

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Course Design Document
IDIS 11000: Freshman Success Course
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Fall 2017

Executive Summary

This course will serve as 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 Mastodon Advising Center:

- 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 MAC

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

This first semester course, IDIS 11000, will be one credit hour, will be taken during the first term of conditional admission, and will span eight weeks.

The following additional definitions are used in conditional admission:

Release from Conditional Status: Full-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 to be released to declare their major. Additionally, they must complete IDIS 11000 with a grade of "C-" or higher by the end of their second consecutive, regular sixteen-week semester to remain eligible to enroll.

Early Release from Conditional Status: A conditional 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 completes the early release form.

Ineligible to Enroll: Conditional 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 Center for Student Success and Transitions. 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 (POPAN)

Visual and Performing Arts (VPPN)

This face-to-face course is intended to aide academically at-risk students admitted conditionally in building skills and connecting to resources that lead to college success. 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

Sponsoring Organization/Unit/Department

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

Project Description

This course is an 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 to resources that lead to college success.

Target Audience

The target audience for the course is academically at-risk (as determined by high school GPA and SAT score) first semester college students.

Delivery Options

The course will be delivered face-to-face, 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 the advisor approval.

Instructional Need

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

Learner Analysis

Primary Audience

Students identified as CO are primarily HA admits with a high school GPA ≤ 2.50 and a SAT ≤ 1400 . Additionally, students may be GE, AD, or TR admits.

Secondary Audience

N/A

General Learner Characteristics

Learners will primarily be incoming first-year college students, age 17-21, spanning various racial/ethnic, sex/gender/sexuality, and other demographic categories.

Entry Characteristics

Students may or may not have had no formal study in study skills, time management, or communication. Based upon the criteria for CO status, it is presumed that students are academically under-prepared for college.

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 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 advisor who teaches their course. 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, 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 be assigned to the online course instructor for advising in consideration of 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 2.8 first term GPA, and/or successful release from CO status (2.0 cumulative IPFW GPA and earning 24 credit hours) after two full semesters 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.

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 external rewards as a motivator. 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, preconceptions about college/study habits/academics.

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.

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, indicating a base line preparedness for college level work. Individual levels of preparedness and ability will vary.

Goal Analysis

Instructional goal:

The current course description for IDIS 11000: Freshman Success Course is as follows: Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). Credit for only one of: IDIS 110, G102, G103, G104.

More specifically, this course will be required for CO students during their first term.

Goal Achievement:

Students will demonstrate mastery of course goals and objectives through successful completion of the course, earning a 2.8 first term GPA, and achieving release from CO status (2.0 cumulative GPA and earning 24 credit hours).

Goals and Descriptions

Goals for this course include:

- 1) Preparing students for the transition from high school to college
- 2) Connecting students with campus resources
- 3) Assisting students with goal-setting skills
- 4) Facilitating development of motivation and persistence factors within the CO student population
- 5) Helping students understand their role in and responsibility for achieving their academic goals
- 6) Building a strong and collaborative partnership between students and advisors/instructors

Instructional Objectives

Terminal Learning Objectives

In this course, students will:

- 1) Know and understand college terminology
- 2) Develop and implement a time management plan
- 3) Demonstrate knowledge and understanding of learning styles
- 4) Demonstrate application of study skills
- 5) Set personal and academic goals
- 6) Demonstrate knowledge and usage of campus resources
- 7) Demonstrate knowledge and understanding of academic options
- 8) Develop professional communication skills that positively impact their academic goals

Terminal and Enabling Objectives, Domain, and Taxonomy

- 1) Terminal objective: Know and understand college terminology
Enabling objectives:
 - a. Correctly identify common college terminology
 - b. Correctly use common college terminologyDomain: cognitive
Taxonomy: remember, understand, apply
- 2) Terminal objective: Develop and implement a time management plan
Enabling objectives:
 - a. Explain the rationale for and foundational elements of time management plans
 - b. Discuss previous time management habits and personal and social impacts
 - c. Create a time management plan
 - d. Critically evaluate other students' time management plans
 - e. Implement and follow a time management plan
 - f. Utilize a technological time management aide of choice
 - g. Critically evaluate implementation of their own time management plan
 - h. Revise time management plan as neededDomain: cognitive/affective/psychomotor
Taxonomy: understand, apply, analyze, evaluate, create
- 3) Terminal objective: Demonstrate knowledge and understanding of learning styles
Enabling objectives:
 - a. Demonstrate knowledge and understanding of primary learning styles
 - b. Identify their own primary learning style
 - c. Identify their own secondary learning style/s
 - d. Create an individual plan for accommodating learning styles for diverse subjects and methods of instructionDomain: cognitive/psychomotor
Taxonomy: remember, understand, apply, create

- 4) Terminal objective: Demonstrate application of study skills
Enabling objectives:
a. Know and understand a variety of study skills
b. Implement selected study skills into current courses
c. Practice study skills effectively
d. Reflect on implementation of study skills
Domain: cognitive/affective/psychomotor
Taxonomy: remember, understand, apply, analyze, create
- 5) Terminal objective: Set personal and academic goals
Enabling objectives:
a. Demonstrate knowledge and understanding of SMART and DAPPS goals
b. Identify primary personal motivating factors
c. Create personal goals that follow SMART or DAPPS guidelines
d. Create academic goals that follow SMART or DAPPS guidelines
e. Critically evaluate and assess classmates' goals
Domain: cognitive/affective/psychomotor
Taxonomy: remember, understand, apply, analyze, evaluate, create
- 6) Terminal objective: Demonstrate knowledge and usage of campus resources
Enabling objectives:
a. Correctly identify campus resources and related functions
b. Utilize CASA services
c. Understand and utilize the Bulletin
d. Understand and utilize myIPFW
e. Understand and utilize myBLUEprint
f. Learn about campus events
g. Meet with academic advising a minimum of two times during the term
Domain: cognitive/psychomotor
Taxonomy: remember, understand, apply
- 7) Terminal objective: Demonstrate knowledge and understanding of academic options
Enabling objectives:
a. Demonstrate knowledge and understanding of academic pathways, majors, and minors
b. Correctly identify important dates related to academic progress and options
Domain: cognitive
Taxonomy: remember, understand
- 8) Terminal objective: Identify professional communication skills that positively impact their academic goals
Enabling objectives:
a. Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
b. Explore the impact of culture on professional communication skills
c. Practice professional communication skills
d. Reflect on the impact of their own professional communication
Domain: cognitive/affective/psychomotor
Taxonomy: remember, understand, apply, analyze, evaluate

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Course Design Document
IDIS 11000 Online: Freshman Success Course
Prepared by: Kim Myers
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Fall 2017

Executive Summary

This course will serve as the introductory course for students admitted to Indiana University-Purdue University Fort Wayne (IPFW) conditionally. This *online* course is intended to aide academically at-risk students within each conditional admission type (see below) in building skills and connecting to resources that lead to college success. Student course completion rates, course grades, GPA, persistence, DFW rates, and qualitative student feedback will serve as assessment measures.

The following students will be offered conditional admission (CO) into Mastodon Advising Center:

- 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 MAC

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, will be taken during the first term of conditional admission, and will span eight weeks.

The following additional definitions are used in conditional admission:

Release from Conditional Status: Full-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 to be released to declare their major. Additionally, they must complete IDIS 11000 with a grade of "C-" or higher by the end of their second consecutive, regular sixteen-week semester to remain eligible to enroll.

Early Release from Conditional Status: A conditional 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 completes the early release form.

Ineligible to Enroll: Conditional 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 Center for Student Success and Transitions. 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 (PPN)

Visual and Performing Arts (VPPN)

Project Title

Conditional Admission Success Course

Sponsoring Organization/Unit/Department

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

Project Description

This course is an online 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 to resources that lead to college success.

Target Audience

The target audience for the course is academically at-risk first semester college students who fall within any of the conditional admit types, as designated by the IPFW Office of Admissions.

Delivery Options

The course will be delivered online and taught by students' assigned academic advisor. The course is one credit hour and will be offered as an eight-week course and delivered through Blackboard. Students whose admit type is AD (adult), GE (GED/HSE), or TR (transfer) will be invited to take this section of the course; however, they are permitted to take a face-to-face section, designed primarily for HA (high school) admits. Students whose admit type is HA will only be permitted to take the online course on a case-by-case basis and must demonstrate extenuating circumstances (such as schedule, distance, work conflict, family conflict, etc.).

Instructional Need

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

Learner Analysis

Primary Audience

Students identified as CO are primarily HA admits with a high school GPA ≤ 2.50 and a SAT ≤ 1400 . Additionally, students may be GE, AD, or TR admits.

Secondary Audience

N/A

General Learner Characteristics

Learners will be incoming first-year college students, age 17+, spanning various racial/ethnic, sex/gender/sexuality, and other demographic categories.

Entry Characteristics

Students may or may not have had no formal study in study skills, time management, or communication. Based upon the criteria for CO status, it is presumed that students are academically under-prepared for college. Students may be diverse in terms of age, life experience, goals, reasons for pursuing an education, and length of time since high school.

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 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 advisor who teaches their course. 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 their personal support networks 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, nationality, religion, political affiliation, ability, age, socioeconomic status, or education.

Instructional Context

The course will be delivered online for eight weeks. Students will be encouraged to plan for 6-8 hours per week to complete course requirements and will be required to attend a course orientation meeting or watch an orientation video during the first week of the semester. Work will be submitted via Blackboard. Students who are granted advisor permission to take an online section of the course will be assigned to the online course instructor for advising in consideration of 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.

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 2.8 first term GPA, and/or successful release from CO status (2.0 cumulative IPFW GPA and earning 24 credit hours).

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. 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. The instructor will be responsible for building and maintaining classroom climate that includes active participation, connection, and timely communication within the LMS.

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. Special consideration will be given to generational differences in preconceptions, attitudes, and values.

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. The diverse range of age categories potentially represented in the course should be considered.

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 than content-oriented.

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, preconceptions about college/study habits/academics.

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.

Personal and Social Characteristics: Students may have very diverse personal and social characteristics, which will be addressed through incorporation of motivational theories.

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), indicating a base line preparedness for college level work. Individual levels of preparedness and ability will vary.

Goal Analysis

Instructional goal:

The current course description for IDIS 11000: Freshman Success Course is as follows: Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). Credit for only one of: IDIS 110, G102, G103, G104.

More specifically, this course will be required for CO students during their first term.

Goal Achievement:

Students will demonstrate mastery of course goals and objectives through successful completion of the course, earning a 2.8 first term GPA, and achieving release from CO status (2.0 cumulative GPA and earning 24 credit hours).

Goals and Descriptions

Goals for this course include:

- 1) Preparing students for the transition to college
- 2) Connecting students with campus resources
- 3) Assisting students with goal-setting skills
- 4) Facilitating development of motivation and persistence factors within the CO student population
- 5) Helping students understand their role in and responsibility for achieving their academic goals
- 6) Building a strong and collaborative partnership between students and advisors/instructors

Instructional Objectives

Terminal Learning Objectives

In this course, students will:

- 1) Know and understand college terminology
- 2) Develop and implement a time management plan
- 3) Demonstrate knowledge and understanding of learning styles
- 4) Demonstrate application of study skills
- 5) Set personal and academic goals
- 6) Demonstrate knowledge and usage of campus resources
- 7) Demonstrate knowledge and understanding of academic options
- 8) Develop professional communication skills that positively impact their academic goals

Terminal and Enabling Objectives, Domain, and Taxonomy

- 1) Terminal objective: Know and understand college terminology
Enabling objectives:
 - a. Correctly identify common college terminology
 - b. Correctly use common college terminologyDomain: cognitive
Taxonomy: remember, understand, apply
- 2) Terminal objective: Develop and implement a time management plan
Enabling objectives:
 - a. Explain the rationale for and foundational elements of time management plans
 - b. Discuss previous time management habits and personal and social impacts
 - c. Create a time management plan
 - d. Critically evaluate other students' time management plans
 - e. Implement and follow a time management plan
 - f. Utilize a technological time management aide of choice
 - g. Critically evaluate implementation of their own time management plan
 - h. Revise time management plan as neededDomain: cognitive/affective/psychomotor
Taxonomy: understand, apply, analyze, evaluate, create
- 3) Terminal objective: Demonstrate knowledge and understanding of learning styles
Enabling objectives:
 - a. Demonstrate knowledge and understanding of primary learning styles
 - b. Identify their own primary learning style
 - c. Identify their own secondary learning style/s
 - d. Create an individual plan for accommodating learning styles for diverse subjects and methods of instructionDomain: cognitive/psychomotor
Taxonomy: remember, understand, apply, create

- 4) Terminal objective: Demonstrate application of study skills
Enabling objectives:
 - a. Know and understand a variety of study skills
 - b. Implement selected study skills into current courses
 - c. Practice study skills effectively
 - d. Reflect on implementation of study skillsDomain: cognitive/affective/psychomotor
Taxonomy: remember, understand, apply, analyze, create
- 5) Terminal objective: Set personal and academic goals
Enabling objectives:
 - a. Demonstrate knowledge and understanding of SMART and DAPPS goals
 - b. Identify primary personal motivating factors
 - c. Create personal goals that follow SMART or DAPPS guidelines
 - d. Create academic goals that follow SMART or DAPPS guidelines
 - e. Critically evaluate and assess classmates' goalsDomain: cognitive/affective/psychomotor
Taxonomy: remember, understand, apply, analyze, evaluate, create
- 6) Terminal objective: Demonstrate knowledge and usage of campus resources
Enabling objectives:
 - a. Correctly identify campus resources and related functions
 - b. Utilize CASA services
 - c. Understand and utilize the Bulletin
 - d. Understand and utilize myIPFW
 - e. Understand and utilize myBLUEprint
 - f. Learn about campus events
 - g. Meet with academic advising a minimum of two times during the termDomain: cognitive/psychomotor
Taxonomy: remember, understand, apply
- 7) Terminal objective: Demonstrate knowledge and understanding of academic options
Enabling objectives:
 - a. Demonstrate knowledge and understanding of academic pathways, majors, and minors
 - b. Review academic action plan
 - c. Correctly identify important dates related to academic progress and optionsDomain: cognitive
Taxonomy: remember, understand
- 8) Terminal objective: Identify professional communication skills that positively impact their academic goals
Enabling objectives:
 - a. Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
 - b. Explore the impact of culture on professional communication skills
 - c. Practice professional communication skills
 - d. Reflect on the impact of their own professional communicationDomain: cognitive/affective/psychomotor
Taxonomy: remember, understand, apply, analyze, evaluate

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IDIS 11000 Objective Alignment Chart

Text: The Ultimate Study Skills Handbook (USSH) \$26 Amazon/Free PDF, 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: Know and understand college terminology

Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
1.1 Correctly identify common college terminology	1.1, 1.2	C	R/U	F2F and Online	word search, scavenger hunt, quiz, final	Review list of terms, discuss, SR	Word search/matching activity, quiz, final	
1.2 Correctly use common college terminology	All	C	Ap	F2F and Online	integrated throughout course		Correct use of college terminology included in course rubrics for all assignments	

Terminal Objective 2: Develop and implement a time management plan

Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
2.1 Explain the rationale for and foundational elements of time management plans	4.2, 5.1, 5.2	C	U	F2F and Online	reading, quiz, writing activity, discussion, final	USSH reading, SR, discuss	Writing activity as a prime for small group discussion in 2.2	Multiple choice quiz, multiple choice on final
2.2 Discuss previous time management habits and personal and social impacts	4.2, 5.1, 5.2	C/Af	U/An	F2F and Online	discussion, writing activity		Large group and small group discussion	
2.3 Create a time management plan	5.1, 5.2	P	Ap/Cr	F2F and Online	assignment			Create plan using provided template
2.4 Critically evaluate other students' time management plans	5.1, 5.2	C	An/E	F2F and Online	small group activity		Work in teams to analyze other students' plans	
2.5 Implement and follow a time management plan	5.1, 5.2	C/P	Ap/Cr	F2F and Online	assignment, journal, discussion			Implement own plan using provided handout
2.6 Utilize a technological time management aide of choice	5.1, 5.2	C/P	Ap	F2F and Online	assignment, presentation	Discuss types of tools	Research tools and discuss in small and large groups	Implement usage of a tool
2.7 Critically evaluate implementation of their own time management plan	5.1, 5.2, 8	C/Af	An/E	F2F and Online	writing assignment, discussion			Evaluate plan per questions posed
2.8 Revise time management plan as needed	5.1, 5.2, 8	C/P	Ap/E/Cr	F2F and Online	assignment, journal, final		Make changes to plan	

Terminal Objective 3: Demonstrate knowledge and understanding of learning styles						
Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Connect Activity
3.1 Demonstrate knowledge and understanding of primary learning styles	2.1, 2.2, 3.1	C	R/U	F2F and Online	reading check, quiz, discussion, final	Multiple choice quiz, multiple choice on final
3.2 Identify their own primary learning styles	2.1, 2.2, 3.1	C	Ap	F2F and Online	writing assignment	
3.3 Identify their own secondary learning styles	2.1, 2.2, 3.1	C	Ap	F2F and Online	writing assignment	
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction	3.1, 3.2	C/P	Cr	F2F and Online	assignment	Create plan using provided template

Terminal Objective 4: Demonstrate application of study skills						
Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Connect Activity
4.1 Know and understand a variety of study skills	3.2, 4.1	C	R/U	F2F and Online	reading, quiz, discussion, final	Multiple choice quiz, Multiple choice on final
4.2 Implement selected study skills into current courses	3.2, 4.1	C/P	R/U/Ap	F2F and Online	conferences, demonstration	Choose three skills and decide which classes to implement them in, small group discussion
4.3 Practice study skills effectively	3.2, 4.1	C/P	Ap/Cr	F2F and Online	conferences, demonstration	Demonstrate practice of study skills identified in 4.2 by submitting evidence/support
4.4 Reflect on implementation of study skills	3.2, 8	C/Af	R/U/An	F2F and Online	writing assignment, discussion, final	Writing assignment, essay on final

Terminal Objective 5: Set personal and academic goals

Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals	1, 7.2	C	R/U	F2F and Online	reading, quiz, discussion, final	USSH reading, SR, discussion		Multiple choice quiz, multiple choice on final
5.2 Identify primary personal motivating factors	1, 7.2	C/Af	Ap	F2F and Online	writing activity, discussion		Self-inventory	Writing assignment
5.3 Create personal goals that follow SMART or DAPPS guidelines	1, 7.2	C/P	U/Ap/Cr	F2F and Online	assignment			Create personal goals using guidelines of choice
5.4 Create academic goals that follow SMART or DAPPS guidelines	1, 7.2	C/P	U/Ap/Cr	F2F and Online	assignment			Create academic goals using guidelines of choice
5.5 Critically evaluate and assess classmates' goals	1, 7.2	C	An/E	F2F and Online	group discussion		TPS, discussion	Brief in-class response piece

Terminal Objective 6: Demonstrate knowledge and usage of campus resources								
Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
6.1 Correctly identify campus resources and related functions	6	C	R/U	F2F and Online	scavenger hunt, matching activity, quiz, discussion, final	Handout, discussion	Scavenger hunt, matching activity	Multiple choice quiz, multiple choice final
6.2 Utilize CASA services	All	P	Ap	F2F and Online	assignment	Learn about CASA services	Attend CASA workshops and/or tutoring	
6.3 Understand and utilize the Bulletin	7.1	C/P	U/Ap	F2F and Online	in-class activity, final	In-class demonstration	Use resource and complete activity	Answer questions about resource on the final
6.4 Understand and utilize myIPFW	6	C/P	U/Ap	F2F and Online	in-class activity, final	In-class demonstration	Use resource and complete activity	Answer questions about resource on the final
6.5 Understand and utilize myBLUEprint	6	C/P	U/Ap	F2F and Online	in-class activity, assignment, final	In-class demonstration	Use resource and complete assignment	Answer questions about resource on the final
6.6 Learn about campus events	All	C/P/A	U/Ap	F2F and Online	discussion, assignment	Write about campus event/s	Attend campus event/s	
6.7 Meet with academic advising a minimum of two times during the term	All	P	Ap	F2F and Online	week 4 and variable		Aligns with 6.2	

Terminal Objective 7: Demonstrate knowledge and understanding of academic options

Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
7.1 Demonstrate knowledge and understanding of academic pathways, majors, and minors	6.2, 7.1	C	R/U	F2F and Online	discussion, assignment, quiz, final	Lecture, handouts, discussion	Review handouts	
7.2 Correctly identify important dates related to academic progress and options	8	C	R/U	F2F and Online	fill-in-the-blank quiz, final		Search for dates	Fill-in-the-blank quiz and final

Terminal Objective 8: Identify professional communication skills that positively impact their academic goals								
Enabling Objectives	Week	Domain	Taxonomy	Delivery Method	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	All	C	R/U	F2F and Online	presentation, small group activities, advising meetings, written assignment rubrics, final	USSH reading, SR, video	Impromptu presentation, skills woven into assignment and assessment rubrics throughout term	
8.2 Explore the impact of culture on professional communication skills	8	C/Af	R/U/Ap	F2F and Online	writing assignment and TPS	Discussion/presentation	TPS, in-class writing	
8.3 Practice professional communication skills	All	C/P	Ap/Cr	F2F and Online	experiential assignment			Tie in with 10.4
8.4 Reflect on the impact of their own professional communication	8	C/Af	An/Ev	F2F and Online	writing assignment			Tie in with 10.4

Updated 8.2.17 KMM

**IDIS 11000: Freshman Success Course
Student Success and Transitions
Student Success Program
IPFW Fall 2017**

Instructor:	Office Hours: Happily, by appointment.
Office:	Dates: August 21 st -October 15 th , 2017
Phone: (Monday-Friday 8:00 a.m.-5:00 p.m.)	Meeting days/time:
E-mail: (preferred contact method)	Location:

Course Description

Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). (1 credit hour) Credit for only one of: IDIS 110, G102, G103, G104.

Course Goals

Goals for this course include:

- 1) Preparing students for the transition from high school to college
- 2) Connecting students with campus resources
- 3) Assisting students with goal-setting skills
- 4) Facilitating development of motivation and persistence factors within the student population
- 5) Helping students understand their role in and responsibility for achieving their academic goals
- 6) Building a strong and collaborative partnership between students and advisors/instructors

Student Learning Objectives

In this course, students will:

- 1) Know and understand college terminology
- 2) Develop and implement a time management plan
- 3) Demonstrate knowledge and understanding of learning styles
- 4) Demonstrate application of study skills
- 5) Set personal and academic goals
- 6) Demonstrate knowledge and usage of campus resources
- 7) Demonstrate knowledge and understanding of academic options
- 8) Develop professional communication skills that positively impact their academic goals

Text: Available as a FREE PDF file via Blackboard.

Moore, S., et al. (2010). *The Ultimate Study Skills Handbook*. Berkshire: McGraw Hill Open University Press.

ISBN-13: 978-0335234424/ISBN-10: 0335234429

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%
Utilizing CASA	10%
Participation	10%
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. **Utilizing CASA:** Students will earn points for attending one of three CASA success skills workshops during week one and week two. Students will also earn points for completion of a Bb quiz regarding workshop content. Students may attend up to one additional workshop during weeks one and two for extra credit points. Students must attend a minimum of one hour of CASA tutoring in a subject of their choosing during weeks three through eight. Students may attend up to one additional hour of tutoring during weeks three through eight for extra credit.
4. **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.
5. **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.

Desired Commitment from Students

1. Roughly 6-8 hours per week. 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). This is a one-credit hour eight-week class, requiring 2 hours of in-class time and 4-6 hours of independent work per week. 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.

Grade Scale

The final grade will be based on the following scale:

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

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.
3. Assignments should be in MLA or APA format and submitted as a Word or PDF document, unless otherwise indicated.
4. All students will conduct themselves in a manner that shows respect for cultural and intellectual diversity. This includes **race/ethnicity, age, socioeconomic class, nationality, sex, gender, gender identity and expression, sexuality, ability, political views and religious affiliation.**
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.
6. **All students will abide by university policy regarding academic honesty. Plagiarizing or cheating, or assisting a peer in doing so, may result in a grade of "F" on the assignment in question and/or a grade of "F" for the course. For full policy and code information, please refer to:**
http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1143#Academic_Honesty

IPFW Student Code part II. A. defining academic misconduct reads as follows:**Academic Misconduct**

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.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Adopting or reproducing ideas or statements of another person as one's own without acknowledgment (plagiarism).
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
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.

Campus Services

IPFW is committed to your academic and personal success. In addition to working with your academic advisor, take advantage of the many support systems the University offers to help you succeed.

Academic Services

Centers for Academic Success and Achievement (CASA) offer peer-based learning assistance for many classes. Services include tutoring (walk-in and by appointment), Supplemental Instruction, the Writing Center, and math testing. Visit tutortrac.ipfw.edu to schedule your appointment.
Kettler Hall G23 | 260-481-5419 | www.ipfw.edu/casa

Center for Student Success and Transition (SST) fosters personal development and informed decision making for diverse pathway, transfer, probation, national exchange, and readmitted student populations through academic advising and programming to assist students in the transition to college and into a major. Check your myIPFW account for the name of your advisor.
Kettler Hall | 260-481-0404 | www.ipfw.edu/sst

Walter E. Helmke Library offers students support for research through print, databases, online collections. Librarians are available for consultation appointments.
Helmke Library | 260-481-6505 | www.library.ipfw.edu | <http://guides.library.ipfw.edu/askalibrarian>

The Learning Commons is a space for study, collaboration, and exploration. The Learning Commons desk checks out laptops, mobile devices, and projectors for students to use on group or individual projects.
Helmke Library 2nd Floor | 260-481-6101 | www.ipfw.edu/learning-commons

Support Services

Career Services can help students choose a major, explore careers, and gain work experience through internships and co-ops; plus, there are career assessments to assist students selecting career paths and majors.

Kettler Hall | 260-481-0689 | www.ipfw.edu/career

Office of the Dean of Students offers support services through the CARE (Communicate, Assess, Refer, Educate) model to improve the quality of student experience. Services include, but are not limited to, conflict resolution, intervention, education, and facilitation.

Walb Union 111 | 260-481-6601 | www.ipfw.edu/dean

Office of Diversity and Multicultural Affairs (ODMA) develops and enhances the personal and academic successes of students by preparing them to excel in a diverse world.

Walb Union 118 | 260-481-6608 | 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

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

Additional Support

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!

Tentative Schedule	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 and, in the event of a discrepancy between the syllabus and the overview, students should follow the overview.
WEEK 1 August 21st-27th Late Registration and Drop/Add: August 21 st -25 th Audit-to-credit and credit-to-audit deadline: August 25 th Last Day for Full Refund of 8 week courses: Wednesday, August 23 rd	Day of week: _____ Topic: College Terminology and Goals Reading: Review college terms Review syllabus Participation: Introductions College terms discussion/activity Syllabus discussion/activity Assignments and Assessments: College terms quiz (due by next class meeting) Introduction/Syllabus quiz (due by next class meeting) Attend CASA workshop (1 required, 1 extra credit) CASA workshop quiz (1 required, 1 extra credit)
Last Day for 60% Refund of 8 week courses: Sunday, August 27 th Last Day for a Full Refund of 16 week courses: Sunday, August 27 th	Day of week: _____ Topic: College Terminology and Goals Reading: Chapter 1: Getting into it: becoming an active, creative learner Participation: Group activity on goals Discussion Assignments and Assessments: Schedule academic advising meeting (via AdvisorTrac) CASA Survey (due before class)
WEEK 2 August 28th-September 3rd Last Day for 40% Refund of 8 week courses: Wednesday, August 30 th Labor Day Holiday: Friday Sept 1 st @ 4:30 p.m. through Monday September 4 th	Day of week: _____ Topic: College Terminology and Goals Reading: Supplemental reading on goals Participation: Discuss Campus Events Assignment (due week 8) Peer review activity on goals Discussion Assignments and Assessments: Chapter 1 and goals quiz (due by start of class) FIRST DRAFT Goals Assignment due (at start of class) Attend CASA workshop (1 required, 1 extra credit) CASA workshop quiz (1 required, 1 extra credit)

<p>WEEK 2 Continued</p> <p>Last Day for 20% Refund of 8 week courses: Sunday, September 3rd</p>	<p>Day of week: _____</p> <p>Topic: Learning Styles</p> <p>Reading: Chapter 3: Style matters: techniques to suit your own learning style</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: FINAL DRAFT Goals Assignment (due before class) Chapter 3 quiz (due before class)</p>
<p>WEEK 3 September 4th-10th</p> <p>NO CLASSES Monday, September 4th</p>	<p>Day of week: _____</p> <p>Topic: Learning Styles</p> <p>Reading: Critical Thinking and Learning Styles supplemental reading (available via Bb)</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: Critical Thinking and Learning Styles Supplemental Reading quiz (due before class) Learning Styles Response Piece (due before class) CASA Tutoring</p>
	<p>Day of week: _____</p> <p>Topic: Study Skills</p> <p>Reading: Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: Chapter 4 Quiz (due before class)</p>
<p>WEEK 4 September 11th-17th</p> <p>Pass/Not Pass Deadline: Monday, September 18th</p>	<p>Day of week: _____</p> <p>Topic: Study Skills</p> <p>Reading: Study skills supplemental reading/videos (available via Bb)</p> <p>Participation: Discussion Note-taking Activity</p> <p>Assignments and Assessments: Study Skills Response Piece (due before class) Tutoring</p>

WEEK 4 Continued Last day to withdraw from 8 week courses: Friday, September 22 nd	Day of week: _____ Topic: Time Management Reading: Chapter 8: The time of your life: managing time and living life as a student Participation: Activity Discussion Assignments and Assessments: Time Management Analysis Assignment (due before class) Chapter 8 Quiz (due before class) Midterm evaluation (due before class)
WEEK 5 September 18th-24th Last day to withdraw from 8 week courses: Friday, September 22 nd	Day of week: _____ Topic: Time Management Reading: None Participation: Discussion/Activity Assignments and Assessments: FIRST DRAFT Time Management Plan (submit via Bb and bring two copies to class) Time Management Response Piece (due before class) Tutoring
	Day of week: _____ Topic: Time Management Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams Participation: Discussion Assignments and Assessments: Chapter 11 Quiz (due before class) FINAL DRAFT Time Management Plan (due before class, submit via Bb and bring two copies to class)
WEEK 6 Sept 25th-October 1st	Day of week: _____ Topic: Campus Resources Reading: Review myBLUEprint handout and campus resources (available via Bb) Participation: Discussion Activity Assignments and Assessments: Schedule academic advising meeting (via AdvisorTrac) Learning about campus resources (due before class) Tutoring

WEEK 6 Continued	Day of week: _____ Topic: Campus Resources Reading: Review myBLUEprint handout and resources (available via Bb) Participation: Midterm Evaluation Discussion Activity Assignments and Assessments: Campus Resources Quiz (due before class)
WEEK 7 October 2nd-8th	Day of week: _____ Topic: Academics Reading: Supplemental reading and links (available via Bb) Participation: Discussion Activity Assignments and Assessments: Bulletin Scavenger Hunt (due before class) Tutoring
	Day of week: _____ Topic: Goal Revision Participation: Discussion Review goals from week 2 (bring two printed copies to class) Group activity: goal revision Assignments and Assessments: Academics quiz (due before class)
WEEK 8 October 9th-15th Fall Break: Mon & Tues October 9 th and 10 th Last day to withdraw from 16 week classes: Friday, October 27 th	Day of week: _____ Topic: Professional Communication Skills Reading: Chapter 10: Presenting in front of a crowd: learning to present your work in public Participation and Assignments: Activity Assessments: Chapter 10 Quiz (due before class) Reflection Response Piece (due before class) Campus Events Assignment (due before class) Final Exam: cumulative (due by Friday at 5:00 p.m.) Student Success Survey (due by Friday at 5:00 p.m.) End of Term Evaluation (due by Friday at 5:00 p.m.) Tutoring

**IDIS 11000 Online: Freshman Success Course
Student Success and Transitions
Student Success Program
IPFW Fall 2017**

Instructor: Rhonda Meriwether

Office: KT 110

Phone: 260-481-6136

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

E-mail: meriweth@ipfw.edu

(preferred contact method)

Office Hours: Happily, by appointment via
AdvisorTrac.

Dates: August 21st-October 15th, 2017

Location: Online via Blackboard

Course Description

Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). (1 credit hour) Credit for only one of: IDIS 110, G102, G103, G104.

Course Goals

Goals for this course include:

- 1) Preparing students for the transition from high school to college
- 2) Connecting students with campus resources
- 3) Assisting students with goal-setting skills
- 4) Facilitating development of motivation and persistence factors within the student population
- 5) Helping students understand their role in and responsibility for achieving their academic goals
- 6) Building a strong and collaborative partnership between students and advisors/instructors

Student Learning Objectives

In this course, students will:

- 1) Know and understand college terminology
- 2) Develop and implement a time management plan
- 3) Demonstrate knowledge and understanding of learning styles
- 4) Demonstrate application of study skills
- 5) Set personal and academic goals
- 6) Demonstrate knowledge and usage of campus resources
- 7) Demonstrate knowledge and understanding of academic options
- 8) Develop professional communication skills that positively impact their academic goals

Text: Available as a FREE PDF file via Blackboard.

Moore, S., et al. (2010). *The Ultimate Study Skills Handbook*. Berkshire: McGraw Hill Open University Press.

ISBN-13: 978-0335234424/ISBN-10: 0335234429

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%
Utilizing CASA	10%
Participation	10%
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. **Utilizing CASA:** Students will earn points for attending one of three CASA success skills workshops during week one and week two. Students will also earn points for completion of a Bb quiz regarding workshop content. Students may attend up to one additional workshop during weeks one and two for extra credit points. Students must attend a minimum of one hour of CASA tutoring in a subject of their choosing during weeks three through eight. Students may attend up to one additional hour of tutoring during weeks three through eight for extra credit.
4. **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.
5. **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.

Desired Commitment from Students

1. Roughly 6-8 hours per week. 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). This is a one-credit hour eight-week class, requiring 2 hours of in-class time and 4-6 hours of independent work per week. 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.

Grade Scale

The final grade will be based on the following scale:

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

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.
3. Assignments should be in MLA or APA format and submitted as a Word or PDF document, unless otherwise indicated.
4. All students will conduct themselves in a manner that shows respect for cultural and intellectual diversity. This includes **race/ethnicity, age, socioeconomic class, nationality, sex, gender, gender identity and expression, sexuality, ability, political views and religious affiliation.**
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.
6. **All students will abide by university policy regarding academic honesty. Plagiarizing or cheating, or assisting a peer in doing so, may result in a grade of "F" on the assignment in question and/or a grade of "F" for the course. For full policy and code information, please refer to:**
http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1143#Academic_Honesty

IPFW Student Code part II. A. defining academic misconduct reads as follows:**Academic Misconduct**

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.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Adopting or reproducing ideas or statements of another person as one's own without acknowledgment (plagiarism).
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
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.

Campus Services

IPFW is committed to your academic and personal success. In addition to working with your academic advisor, take advantage of the many support systems the University offers to help you succeed.

Academic Services

Centers for Academic Success and Achievement (CASA) offer peer-based learning assistance for many classes. Services include tutoring (walk-in and by appointment), Supplemental Instruction, the Writing Center, and math testing. Visit tutortrac.ipfw.edu to schedule your appointment.
Kettler Hall G23 | 260-481-5419 | www.ipfw.edu/casa

Center for Student Success and Transition (SST) fosters personal development and informed decision making for diverse pathway, transfer, probation, national exchange, and readmitted student populations through academic advising and programming to assist students in the transition to college and into a major. Check your myIPFW account for the name of your advisor.
Kettler Hall | 260-481-0404 | www.ipfw.edu/sst

Walter E. Helmke Library offers students support for research through print, databases, online collections. Librarians are available for consultation appointments.
Helmke Library | 260-481-6505 | www.library.ipfw.edu | <http://guides.library.ipfw.edu/askalibrarian>

The Learning Commons is a space for study, collaboration, and exploration. The Learning Commons desk checks out laptops, mobile devices, and projectors for students to use on group or individual projects.
Helmke Library 2nd Floor | 260-481-6101 | www.ipfw.edu/learning-commons

Support Services

Career Services can help students choose a major, explore careers, and gain work experience through internships and co-ops; plus, there are career assessments to assist students selecting career paths and majors.

Kettler Hall | 260-481-0689 | www.ipfw.edu/career

Office of the Dean of Students offers support services through the CARE (Communicate, Assess, Refer, Educate) model to improve the quality of student experience. Services include, but are not limited to, conflict resolution, intervention, education, and facilitation.

Walb Union 111 | 260-481-6601 | www.ipfw.edu/dean

Office of Diversity and Multicultural Affairs (ODMA) develops and enhances the personal and academic successes of students by preparing them to excel in a diverse world.

Walb Union 118 | 260-481-6608 | 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

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

Additional Support

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!

Tentative Schedule	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 and, in the event of a discrepancy between the syllabus and the overview, students should follow the overview.
WEEK 1 August 21st-27th Late Registration and Drop/Add: August 21 st -25 th Audit-to-credit and credit-to- audit deadline: August 25 th Last Day for Full Refund of 8 week courses: Wednesday, August 23 rd Last Day for 60% Refund of 8 week courses: Sunday, August 27 th Last Day for a Full Refund of 16 week courses: Sunday, August 27 th	Topic: College Terminology and Goals Reading: Review college terms Review syllabus Chapter 1: Getting into it: becoming an active, creative learner Participation: Introductions College terms discussion/activity Syllabus discussion/activity Goals discussion Assignments and Assessments: College terms quiz Introduction/Syllabus quiz Attend CASA workshop (1 required, 1 extra credit) CASA workshop quiz (1 required, 1 extra credit) Schedule academic advising meeting (via AdvisorTrac) CASA Survey

<p>WEEK 2 August 28th- September 3rd</p> <p>Last Day for 40% Refund of 8 week courses: Wednesday, August 30th</p> <p>Labor Day Holiday: Friday Sept 1st @ 4:30 p.m. through Monday September 4th</p> <p>Last Day for 20% Refund of 8 week courses: Sunday, September 3rd</p>	<p>Topic: College Terminology and Goals Learning Styles</p> <p>Reading: Supplemental reading on goals Chapter 3: Style matters: techniques to suit your own learning style</p> <p>Participation: Discuss Campus Events Assignment (due week 8) Peer review activity on goals Discussion</p> <p>Assignments and Assessments: Chapter 1 and goals quiz FIRST DRAFT Goals Assignment due Attend CASA workshop (1 required, 1 extra credit) CASA workshop quiz (1 required, 1 extra credit) FINAL DRAFT Goals Assignment Chapter 3 quiz</p>
<p>WEEK 3 September 4th-10th</p> <p>NO CLASSES Monday, September 4th</p>	<p>Topic: Learning Styles Study Skills</p> <p>Reading: Critical Thinking and Learning Styles supplemental reading (available via Bb) Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information</p> <p>Participation: Discussion</p> <p>Assignments and Assessments: Critical Thinking and Learning Styles Supplemental Reading quiz Learning Styles Response Piece Chapter 4 Quiz CASA Tutoring</p>

<p>WEEK 4 September 11th-17th</p> <p>Pass/Not Pass Deadline: Monday, September 18th</p> <p>Last day to withdraw from 8 week courses: Friday, September 22nd</p>	<p>Topic: Study Skills Time Management</p> <p>Reading: Study skills supplemental reading/videos (available via Bb) Chapter 8: The time of your life: managing time and living life as a student</p> <p>Participation: Discussion/Activity</p> <p>Assignments and Assessments: Study Skills Response Piece Time Management Analysis Assignment Chapter 8 Quiz Midterm evaluation Tutoring</p>
<p>WEEK 5 September 18th-24th</p> <p>Last day to withdraw from 8 week courses: Friday, September 22nd</p>	<p>Topic: Time Management</p> <p>Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams</p> <p>Participation: Discussion/Activity</p> <p>Assignments and Assessments: FIRST DRAFT Time Management Plan Time Management Response Piece Chapter 11 Quiz FINAL DRAFT Time Management Plan Tutoring</p>

WEEK 6 Sept 25th- October 1st	<p>Topic: Campus Resources</p> <p>Reading: Review myBLUEprint handout and campus resources (available via Bb)</p> <p>Participation: Discussion Activity</p> <p>Assignments and Assessments: Schedule academic advising meeting (via AdvisorTrac) Learning about campus resources Campus Resources Quiz Tutoring</p>
WEEK 7 October 2nd-8th	<p>Topic: Academics Goal Revision</p> <p>Reading: Supplemental reading and links (available via Bb)</p> <p>Participation: Discussion Activity</p> <p>Assignments and Assessments: Bulletin Scavenger Hunt Academics quiz Tutoring</p>
WEEK 8 October 9th-15th Fall Break: Mon & Tues October 9 th and 10 th Last day to withdraw from 16 week classes: Friday, October 27 th	<p>Topic: Professional Communication Skills</p> <p>Reading: Chapter 10: Presenting in front of a crowd: learning to present your work in public</p> <p>Participation and Assignments: Activity</p> <p>Assessments: Chapter 10 Quiz Reflection Response Piece Campus Events Assignment Final Exam: cumulative Student Success Survey End of Term Evaluation Tutoring</p>

**IDIS 11000 Jump Start: Freshman Success Course
Student Success and Transitions
Student Success Program
IPFW Summer 2017**

Instructor: Rhonda Meriwether

Office: KT 110

Phone: 260-481-6136

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

E-mail: meriweth@ipfw.edu

(preferred contact method)

Office Hours: Happily, by appointment via
AdvisorTrac.

Dates: August 7th-10th

Location: KT 119

Course Description

Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). (1 credit hour) Credit for only one of: IDIS 110, G102, G103, G104.

Course Goals

Goals for this course include:

- 1) Preparing students for the transition from high school to college
- 2) Connecting students with campus resources
- 3) Assisting students with goal-setting skills
- 4) Facilitating development of motivation and persistence factors within the student population
- 5) Helping students understand their role in and responsibility for achieving their academic goals
- 6) Building a strong and collaborative partnership between students and advisors/instructors

Student Learning Objectives

In this course, students will:

- 1) Know and understand college terminology
- 2) Develop and implement a time management plan
- 3) Demonstrate knowledge and understanding of learning styles
- 4) Demonstrate application of study skills
- 5) Set personal and academic goals
- 6) Demonstrate knowledge and usage of campus resources
- 7) Demonstrate knowledge and understanding of academic options
- 8) Develop professional communication skills that positively impact their academic goals

Text: Available as a FREE PDF file via Blackboard.

Moore, S., et al. (2010). *The Ultimate Study Skills Handbook*. Berkshire: McGraw Hill Open University Press.

ISBN-13: 978-0335234424/ISBN-10: 0335234429

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%
Utilizing CASA	10%
Participation	10%
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. **Utilizing CASA:** Students will earn points for attending one of three CASA success skills workshops during week one and week two. Students will also earn points for completion of a Bb quiz regarding workshop content. Students may attend up to one additional workshop during weeks one and two for extra credit points. Students must attend a minimum of one hour of CASA tutoring in a subject of their choosing during weeks three through eight. Students may attend up to one additional hour of tutoring during weeks three through eight for extra credit.
4. **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.
5. **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.

Desired Commitment from Students

1. Roughly 6-8 hours per week. 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). This is a one-credit hour eight-week class, requiring 2 hours of in-class time and 4-6 hours of independent work per week. 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.

Grade Scale

The final grade will be based on the following scale:

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

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!
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3. Assignments should be in MLA or APA format and submitted as a Word or PDF document, unless otherwise indicated.
4. All students will conduct themselves in a manner that shows respect for cultural and intellectual diversity. This includes **race/ethnicity, age, socioeconomic class, nationality, sex, gender, gender identity and expression, sexuality, ability, political views and religious affiliation.**
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.
6. **All students will abide by university policy regarding academic honesty. Plagiarizing or cheating, or assisting a peer in doing so, may result in a grade of "F" on the assignment in question and/or a grade of "F" for the course. For full policy and code information, please refer to:**
http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1143#Academic_Honesty

IPFW Student Code part II. A. defining academic misconduct reads as follows:**Academic Misconduct**

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:

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3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Adopting or reproducing ideas or statements of another person as one's own without acknowledgment (plagiarism).
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
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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Academic Services

Centers for Academic Success and Achievement (CASA) offer peer-based learning assistance for many classes. Services include tutoring (walk-in and by appointment), Supplemental Instruction, the Writing Center, and math testing. Visit tutortrac.ipfw.edu to schedule your appointment.
Kettler Hall G23 | 260-481-5419 | www.ipfw.edu/casa

Center for Student Success and Transition (SST) fosters personal development and informed decision making for diverse pathway, transfer, probation, national exchange, and readmitted student populations through academic advising and programming to assist students in the transition to college and into a major. Check your myIPFW account for the name of your advisor.
Kettler Hall | 260-481-0404 | www.ipfw.edu/sst

Walter E. Helmke Library offers students support for research through print, databases, online collections. Librarians are available for consultation appointments.
Helmke Library | 260-481-6505 | www.library.ipfw.edu | <http://guides.library.ipfw.edu/askalibrarian>

The Learning Commons is a space for study, collaboration, and exploration. The Learning Commons desk checks out laptops, mobile devices, and projectors for students to use on group or individual projects.
Helmke Library 2nd Floor | 260-481-6101 | www.ipfw.edu/learning-commons

Support Services

Career Services can help students choose a major, explore careers, and gain work experience through internships and co-ops; plus, there are career assessments to assist students selecting career paths and majors.

Kettler Hall | 260-481-0689 | www.ipfw.edu/career

Office of the Dean of Students offers support services through the CARE (Communicate, Assess, Refer, Educate) model to improve the quality of student experience. Services include, but are not limited to, conflict resolution, intervention, education, and facilitation.

Walb Union 111 | 260-481-6601 | www.ipfw.edu/dean

Office of Diversity and Multicultural Affairs (ODMA) develops and enhances the personal and academic successes of students by preparing them to excel in a diverse world.

Walb Union 118 | 260-481-6608 | 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

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

Additional Support

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!

Tentative Schedule	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 and, in the event of a discrepancy between the syllabus and the overview, students should follow the overview.
Prior to Jump Start August 2nd-6th	<p>Topic: College Terminology and Goals</p> <p>Reading: Review college terms Review syllabus Chapter 1: Getting into it: becoming an active, creative learner Supplemental reading on goals Chapter 3: Style matters: techniques to suit your own learning style</p> <p>Participation: Introductions College terms discussion/activity Syllabus discussion/activity Goals discussion</p> <p>Assignments and Assessments: College terms quiz Introduction/Syllabus quiz Chapter 1/Goals Quiz Chapter 3 quiz Success Survey</p>
Jump Start Day 1 August 7th Last day to withdraw with 100% refund: Monday, August 7th @ 5:00 p.m.	<p>Topic: College Terminology and Goals Learning Styles</p> <p>Participation: Discuss Campus Events Assignment Peer review activity on goals Discussion</p> <p>Assignments and Assessments: FIRST DRAFT Goals Assignment due FINAL DRAFT Goals Assignment Chapter 3 quiz CASA Survey Schedule Advising Meeting</p>

<p>Jump Start Day 2</p> <p>August 8th</p> <p>Last day to withdraw with 40% refund: Tuesday, August 8th</p>	<p>Topic: Learning Styles Study Skills Time Management</p> <p>Reading: Critical Thinking and Learning Styles supplemental reading (available via Bb) Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information Study skills supplemental reading/videos (available via Bb) Chapter 8: The time of your life: managing time and living life as a student</p> <p>Participation: Discussion Activities</p> <p>Assignments and Assessments: Critical Thinking and Learning Styles Supplemental Reading quiz Learning Styles Response Piece Chapter 4 Quiz CASA Workshop and Quiz Study Skills Response Piece Time Management Analysis Assignment Chapter 8 Quiz Midterm evaluation</p>
<p>Jump Start Day 3</p> <p>August 9th</p> <p>Last day to withdraw (no refund): Wednesday, August 9th</p>	<p>Topic: Time Management Campus Resources</p> <p>Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams Review myBLUEprint handout and campus resources (available via Bb)</p> <p>Participation: Discussion Activities</p> <p>Assignments and Assessments: FIRST DRAFT Time Management Plan Time Management Response Piece CASA Workshop and Quiz Chapter 11 Quiz Schedule Academic Advising Meeting FINAL DRAFT Time Management Plan Kahoot Learning about campus resources assignment Campus Resources Quiz</p>

Jump Start Day 4 August 10th	<p>Topic: Academics Goal Revision Professional Communication Skills</p> <p>Reading: Supplemental reading and links (available via Bb) Chapter 10: Presenting in front of a crowd: learning to present your work in public</p> <p>Participation: Discussion Activity</p> <p>Assignments and Assessments: Bulletin Scavenger Hunt Academics quiz Chapter 10 Quiz Reflection Response Piece Campus Events Assignment Final Exam: cumulative Student Success Survey End of Term Evaluation</p>
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IDIS Grading Guidelines

These guidelines are intended as a guide to help instructors assess students' work in according to standard guidelines across sections and to assist students in better understanding course grades.

Grades

Please note that course grades are *earned* rather than *assigned*. A "C" is an average grade. Students who meet the minimal requirements for a grading event can reasonably expect a "C" and the level of excellence one earns above a "C" depends on the quality of the work submitted. Simply completing a list of requirements does not guarantee an "A." See the course syllabus for grading scale and weighted grade details.

A=Excellent Student's work shows full understanding and mastery of course concepts and fully meets or exceeds all requirements of grading event. Student shows full ability to synthesize course concepts with examples and strong critical thinking skills. Work is submitted on time and is grammatically correct and free of errors in spelling or punctuation.

B=Above average Student's work shows understanding and mastery of course concepts and meets most requirements of the grading event and solid critical thought. Work is submitted on time and is grammatically correct and free of errors in spelling or punctuation.

C=Average Student's work shows understanding of course concepts and meets many of the requirements of the grading event. Work is submitted on time and is grammatically correct and free of errors in spelling or punctuation.

D=Below average Student's work does not show full understanding of course concepts and meets minimal requirements of the grading event. Work may or may not be on time and may or may not be grammatically correct or free of errors in spelling or punctuation.

F=Fail Student's work does not show understanding of course concepts and does not meet minimal requirements of the grading event. Work was late or not submitted. Work may or may not be on time and may or may not be grammatically correct or free of errors in spelling or punctuation.

Discussion

In-class discussion participation is assessed according to the category that most closely aligns with instructor observations.

	90-100%	75-89%	60-75%	40-59%	0-39%
Criteria	1) Arrived on time 2) Demonstrated active listening skills 3) Did not distract others 4) Seemed prepared and attentive 5) Fully contributed to class discussion 6) Fully participated in class activities	1) Arrived on time or late 2) Demonstrated active listening skills 3) Did not distract others 4) Seemed prepared and attentive 5) Minimally contributed to class discussion 6) Minimally participated in class activities	1) Arrived on time or late 2) Demonstrated active listening skills 3) Did not distract others 4) Seemed prepared and attentive 5) Did not contribute to class discussion 6) Did not participate fully in class activities	1) Arrived late 2) Demonstrated active listening skills 3) Did not distract others 4) Seemed prepared and attentive 5) Did not contribute to class discussion 6) Did not participate in class activities	1) Arrived late or did not attend class 2) Did not demonstrate active listening skills 3) Distracted others 4) Seemed unprepared and inattentive 5) Did not contribute to class discussion 6) Did not participate in class activities

Assignment Rubric

	90-100%	80-89%	70-79%	60-69%	0-59%
Assignment submission criteria:	Submission <u>fully</u> addresses the questions/topics posed. Submission demonstrates <u>full</u> understanding of and ability to apply course concepts. <u>All</u> instructions were followed and all requirements were met. Assignment is <u>free</u> from grammar, spelling, and punctuation errors, meets <u>all</u> format requirements, and was submitted <u>on time</u> .	Submission <u>mostly</u> addresses the questions/topics posed. Submission demonstrates <u>partial</u> understanding of and ability to apply course concepts. <u>Most</u> instructions were followed and <u>most</u> requirements were met. Assignment is <u>free</u> from grammar, spelling, and punctuation errors, meets <u>all</u> format requirements, and was submitted <u>on time</u> .	Submission <u>partially</u> addresses the questions/topics posed. Submission demonstrates <u>partial</u> understanding of and ability to apply course concepts. <u>Some</u> instructions were followed and <u>some</u> requirements were met. Assignment is <u>free</u> from grammar, spelling, and punctuation errors, meets <u>all</u> format requirements, and was submitted <u>on time</u> .	Submission <u>minimally</u> addresses the questions/topics posed. Submission demonstrates <u>minimal</u> understanding of and ability to apply course concepts. <u>Few</u> instructions were followed and <u>few</u> requirements were met. Assignment has <u>significant</u> grammar, spelling, and punctuation errors, <u>does not meet all</u> format requirements, and was submitted <u>on time</u> .	Submission <u>minimally</u> addresses the questions/topics posed. Submission demonstrates <u>minimal</u> understanding of and ability to apply course concepts. <u>Few</u> instructions were followed and <u>few</u> requirements were met. Assignment has <u>significant</u> grammar, spelling, and punctuation errors, <u>does not meet all</u> format requirements, and was submitted <u>on time</u> , or was submitted <u>late</u> , or was <u>not submitted</u> .

Discussion Board Rubric

	90-100%	75-89%	60-75%	40-59%	0-39%
Criteria	<p>Post is submitted on time and <u>fully</u> addresses the questions/topics posed. Post demonstrates full understanding of and ability to apply course concepts and demonstrates respect for diversity. Correct number of replies to classmates, submitted on time and demonstrative of critical thinking.</p>	<p>Post is submitted on time and <u>mostly</u> addresses the questions/topics posed. Post demonstrates full understanding of and ability to apply course concepts and demonstrates respect for diversity. Correct number of replies to classmates, submitted on time and demonstrative of critical thinking.</p>	<p>Post is submitted on time and <u>minimally</u> addresses the questions/topics posed. -OR- Post demonstrates limited understanding of course concepts and ability to apply course concepts and demonstrate respect for diversity. -OR- Incorrect number of replies to classmates. -OR- Incorrect number of replies to classmates. -OR- Post or replies not submitted on time.</p>	<p>Post is submitted on time and <i>does not</i> address the questions/topics posed. -OR- Post demonstrates limited understanding of and ability to apply course concepts. -OR- Post fails to demonstrate respect for diversity. -OR- Incorrect number of replies to classmates. -OR- Post or replies not submitted on time.</p>	<p>Post is submitted late or was not submitted. -OR- Post demonstrates limited or lack of understanding of and ability to apply course concepts. -OR- Post fails to demonstrate respect for diversity. -OR- Incorrect number of replies to classmates. -OR- Post or replies not submitted on time.</p>

The Ultimate Study Skills Handbook

Sarah Moore, Colin Neville,
Maura Murphy and Cornelia Connolly



Open UP Study Skills

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Table of contents

Introduction: how to use this book

- 1 Getting into it: becoming an active, creative learner
- 2 Talking to the experts: useful orientations for interacting with expert professors, tutors and lecturers
- 3 Style matters: techniques to suit your own learning style
- 4 Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information
- 5 Research skills and orientations: first steps to good research
- 6 Getting it on paper: learning the skills for confident academic writing
- 7 Learning the rules: punctuation, spelling, accurate referencing and avoiding plagiarism
- 8 The time of your life: managing time and living life as a student
- 9 Learning with others: working and learning in groups
- 10 Presenting in front of a crowd: learning to present your work in public
- 11 Keeping it together: managing stress, staying in control and being ready for exams
- 12 Working with numbers: mathematics and numerical competence
- 13 Facing the future and making decisions: planning for and focusing on the rest of your life

Getting Into It: Becoming an active, creative learner

1

Chapter Contents

Introduction	5	Combining playfulness and discipline	8
Some simple learning principles	6	Being realistic and imaginative	8
Active learning and passive learning	7	Balancing extraversion with introversion	8
Some characteristics of creative people	7	Getting immersed, learning to focus, getting into 'flow'	9
Combining physical energy with quiet and rest	8	Developing your own active learning strategy	9
Not being afraid to ask 'naive' or 'stupid' questions even (or especially) when you feel you know a lot about a subject	8	Suggested further reading	11

Chapter Overview

- **Getting started and developing your own orientation towards active, creative learning**
- **Exploring some of the simple principles of learning that can help you to become active and engaged**
- **Considering some of the important differences between active and passive learning, creative orientations and how to get immersed**

Introduction

You have a natural, persistent capacity to adapt to your environment. You can adapt successfully and thrive in a university setting too, but you do not have to do this in a purely pragmatic or utilitarian way. Even though there are specific tasks ahead – assignments, essays, projects, exams and other challenges – your main purpose is to learn. How well, how successful and how enjoyable that learning process is largely depends on you.

This chapter will explore some of the orientations that will help you to have satisfying and engaging learning experiences while you are at university. It will outline some of the well-documented characteristics of creative people, characteristics that we recommend you try to adopt as part of your commitment to being a student. We recommend ways in which you can inject creative and focused approaches to your work as a student.



Some simple learning principles

There has been a lot of research about how people learn and how they learn best in higher education contexts. There are thousands of theories and principles that have emerged over the years to attempt to inform and guide tutors, lecturers and learners as to how best to orientate themselves towards their education and their learning tasks. We have extracted some of this research and below are some of the simple principles about learning that it will be useful for you to keep in mind during the course of your studies, and beyond.

First, **people are different**. You need to work to find the kind of learning strategies that work best for you. In Chapter 3 you can find out more about different learning styles and orientations to help you to identify the kinds of approaches that will help you to adopt the right learning strategies for you.

Second, **feelings matter**. Even though people are different and unique, there are some basic principles that are just part of human nature. One of these principles is that feelings make a difference to your learning. How you feel impacts on what you learn in all sorts of ways. Paying attention to your emotional and psychological health is very important. You can read more about some good strategies to help you do this in Chapters 8 and 11.

Third, **learning is a social process**. Even if you are not a wildly extraverted person, it seems almost universally true that personal relationships make a huge difference to how people behave and how they learn. Generally, when you feel part of a group, and when, as students, you feel supported by that group, you are likely to do better. It is not that learning cannot happen in unsupported hostile environments. It has and it does, but it will be much better for you if yours takes place in a context where you feel companionship, where you can interact frequently with other people, where you can hear more points of view and where other people have an interest in your learning and you in theirs.

Fourth, people work and learn more when they **feel invested** in what they are doing. In the next section Table 1.1 proposes some of the main differences between 'active' and 'passive' approaches to learning. Getting motivated, energized, engaged, enthusiastic and focused will make a really fundamental difference to your ability to learn and to the results that you achieve.

Fifth, people **do not learn best when it is all high stakes**. Learning can be defined as high stakes learning when it has immediate and potentially serious consequences for you. A lot of research shows that to learn well, you are probably going to have to encounter challenges that are difficult, uncomfortable and even stressful. But you also need space and time that is 'safe'. It is important to explore your subject and test your skills and develop your ideas in contexts where you are not worried or afraid of the consequences. Finding safe spaces to practise your skills – with peers or friends or tutors – will be hugely helpful for you to prepare for the tougher tests.

Finally, **there are no short cuts to high quality learning**. It is important to immerse yourself as much as you can, to work hard and to think deeply (see also Chapter 4). There really is no substitute for knuckling down and getting into the habit of working, studying, learning and thinking about your subjects. There will be times when the challenges feel very daunting, but committing to working hard and sticking to your schedule as much as you can will reap rewards.

**Table 1.1** Some differences between active and passive learning

<i>An active approach to learning</i>	<i>A passive approach to learning</i>
Questioning – asking questions to help make things clearer, to ensure you understand, to explore aspects of a topic, to check underlying assumptions	Accepting without question – transcribing notes, not checking for understanding
Learning by thinking, reflecting, exploring, wondering – to enhance your own knowledge and command of a subject	Learning things off by heart, learning by rote, learning to reproduce information
Adopting regular habits of reading, writing, engaging with learning material	Cramming at the end of a series of lectures or before an assignment or exam
Integrating learning and your social life	Keeping learning and social life separate
Being present and engaged	Being absent and disengaged
Generating your own learning options and strategies	Waiting for instruction
Going beyond the learning materials recommended to explore aspects of the subject that particularly interest you	Sticking to the bare minimum
Seeking and learning from feedback	Avoiding and ignoring feedback

Active learning and passive learning

Table 1.1 lists some differences between active and passive learning. There are potentially vast differences between the active learning strategies in the first column of Table 1.1 and the passive learning strategies in the second. Of course there will always be times when you are rushed and distracted and have to jump hastily through some learning hoop or other during the course of your studies. But if you commit to being as active and invested in your learning as you can, the nature of your experience and the quality of your outcomes are likely to be immensely more satisfying and effective.

Some characteristics of creative people

All education at every level should help you to find purpose and pleasure in life. Higher education should provide you with opportunities to find out more about what drives you, what you are able to do, how your skills might develop and what you are interested in. It should be focused on helping people not just to learn information and knowledge but to become creatively engaged in their lives and in their work.

Not all higher education contexts make this clear, and not all tutors or lecturers are invested in the drive to help you to be creative. But *you* always have the power to engage creatively in your learning. Csikszentmihalyi (1990) engaged in an in-depth study of a large number of creative people (artists, writers, designers, engineers and people who had clearly achieved creative breakthroughs within their domains of expertise). His analysis shows that creative



people often behave in ways that contain contradictory extremes. It is worth thinking about how you might manage the following kinds of paradoxes in your own life.

Combining physical energy with quiet and rest

Engage intensively in your work when you are in work mode, but learn to switch off completely when you are taking a break. Strike a good balance between your studies and the rest of your life. Get into the habit of working hard but also develop routines in which you can rest well and deeply.

Not being afraid to ask 'naive' or 'stupid' questions even (or especially) when you feel you know a lot about a subject

As you develop knowledge and familiarity about your subjects, do not leave behind the skill of the novice. Sometimes simple, 'stupid' questions can be exactly what is needed to get to the bottom of a difficult issue or puzzle or question.

Combining playfulness and discipline

It pays to be disciplined about working and studying, but discipline without playfulness or fun can very quickly become like a drudge. Creating time and space for you to play with ideas and to think in light-hearted ways about what you are learning can provide you with a novel perspective and interesting learning breakthroughs.

Being realistic and imaginative

Creative people seem to have the capacity to adopt extremely realistic and practical approaches to their work, while also giving themselves the space and permission to let their imaginations explore the outer limits of ideas, to generate possibilities and to think beyond constraints, norms and restrictions in any field. Combining a really imaginative approach to learning along with the development of practical habits can help you to engage creatively and positively in your learning.

Balancing extraversion with introversion

Creative people are versatile. They can withdraw from the world to reflect, retreat and think deeply about things on their own. But they also thrive on interacting creatively with the ideas and perspectives of other people. Balance the amount of time you spend talking to others, with time on your own during which you can consider your own perspectives, insights and ideas. This balance can help you to learn from others, while also generating strategies of self-containment, awareness and reflection on the other.



Getting immersed, learning to focus, getting into 'flow'

The more immersed and engaged you decide to become, the more likely it is that you will acquire the competencies in your programme of study quickly and effectively. Research has shown (e.g. Csikszentmihalyi 1990) that to perform as well as they possibly can, people need to feel challenged but not overwhelmed, they need to be immersed but not stressed, they need to have uninterrupted periods of time during which distractions are at a minimum and they need to feel in control.

It is more motivating to be working on something in which you feel you are stretching your skills – but it can be a fine balance. Learning challenges that feel too difficult can be demotivating – learning tasks that are too easy can just bore you and make you switch off. You need to work to find your zone – that delicate place between boredom and anxiety (Csikszentmihalyi 1990) and you need to give yourself enough uninterrupted time in that zone to allow yourself to achieve your own insights and breakthroughs.

Give yourself as many opportunities as possible to get completely immersed in what you are studying. When you create space and time for your learning, and you develop and sharpen your capacity to focus, then you will probably find lots of other surprising, exciting and positive things will happen too.

Find ways to enhance or develop your curiosity, interest and engagement from the very start of your programme of study. Ask yourself: how can I make my study and my learning as interesting as possible? Think about the things you love doing in your free time. What are your own points of reference? what are you naturally interested in? And how can you use your own experiences and knowledge to create the motivational hook that will ensure you will be happier to get immersed in a particular learning task or try to develop a dimension of expertise in your field of study. If you develop your own capacity to motivate yourself, then the quality of your learning will immediately be high, and the chances of success will be much greater. For more about developing your motivation and the drivers for your learning, look at Chapter 3.

Developing your own active learning strategy

Use the prompt questions below to consider the ways in which you can generate your own active learning strategy. Then check your answers against the suggestions contained in Table 1.2 near the end of this chapter.



I can become more actively engaged in my learning in a large class setting by:



I can adopt an active learning strategy towards my course assignments by:



Active learning strategies for the subjects I already feel confident about or good at might include:



Active learning strategies for the subjects I find difficult could include:



Other ways in which I can become an active, creative learner:

Perhaps exploring these questions has triggered some ideas and strategies that you can try to adopt in different learning contexts. Not all of your studies are going to be interesting or easy. You will need to change your approach, sometimes quite radically, depending on the different subjects you are learning and the different tasks you are engaged in. But you always have the opportunity to be actively engaged: to find creative ways of thinking; to take control of your learning and to interact keenly and curiously with your programme of study.



Table 1.2 suggests some active learning orientations for various learning contexts and tasks.

Table 1.2 Some active learning orientations in various contexts	
<i>Learning contexts/tasks</i>	<i>Active learning orientations</i>
Large class settings	Make active notes, jot down questions to follow up on later, make sure you follow up on any readings or activities recommended in class, establish or link up with a smaller group within the large class so that you can discuss the issues before or after the large class lecture
Course assignments	Be very clear about the criteria for marking and the nature, structure, size and shape of the assignment. Try to get access to similar assignments that have already been completed. Develop an assignment plan which clearly sets out the time required for preparation, composition and submission
Subjects that you are already good at	Volunteer to help others who are struggling with the subject. One of the best ways of becoming more competent in an area is to help others to learn about it
Subjects that you find difficult	Commit to seeking out help and assistance. Make sure that you work to gain a foothold in the subject. Be prepared to admit when you feel completely lost and develop a strategy for tackling your worries and fears. Do not avoid tackling challenges that you don't feel good at. Try to learn from your mistakes, and make sure that tutors or lecturers know that you are struggling and that you explain the nature of your struggles to them

Chapter summary: Key learning points

- Establish **clear goals** for yourself.
- Seek out **feedback** on your performance.
- Be clear about the **skills you already have** as well as the **skills you still need to develop**.
- Become aware of the **time** you need to allocate to different activities in your life (see detailed time management strategies in Chapter 8).
- Take good physical and psychological care of yourself so that when you are learning you can be as **relaxed and alert** as possible.
- Set up **good study habits** from the very start and **keep monitoring those habits** to make sure they are working optimally to support your learning.

Suggested further reading

Haidet, P., Moregan, R.O., O'Malley, K., Moran, B.J. and Richards, B.F. (2004) A controlled trial of active versus passive learning strategies in a large group setting. *Advances in Health Science Education* 9(1): 15–27.

Johnson, D.W., Johnson, R.T. and Smith, R.A. (1998) *Active Learning: Cooperation in the College Classroom*. Edina, MN: Interaction Book Co.

2

Talking to the Experts: Useful orientations for interacting with expert professors, tutors and lecturers

Chapter Contents

Introduction	13	How to talk to experts in a way that supports your learning	17
Reflect on things you are already good at	13		
How you become an expert at anything	14	Getting feedback from tutors and lecturers	18
The 'ten year rule' – and what it means for your learning	14	The importance of early, formative, 'low stakes' feedback	19
Deliberate practice and immersion: how important they are and what they mean for your learning	14	Initial practical tips for making contact with your teachers outside of class time	19
The movement through different phases of competence	14	Recommendations and implications for your learning in higher education	19
<i>Novice</i>	15	Peer-supported learning	20
<i>Advanced beginner</i>	15	Novice-led conversations	20
<i>Competent</i>	15	Breaking down your academic challenges into identifiable pieces or sub-parts	20
<i>Proficient</i>	16	Other ways in which expert–novice differences can support learning	21
<i>Expert</i>	17	Suggested further reading	22
The development of automaticity	17		

Chapter Overview

- **Building on your own expertise and the things you are already good at**
- **Discovering how people become experts in anything**
- **Learning how to get the most out of experts**



Introduction

This chapter will encourage you to develop an understanding about how best you – as a relative newcomer to the subjects you are learning – can interact with your tutors and lecturers, who are likely to have developed quite advanced levels of expertise in the areas that they teach. The aim of this chapter is to encourage you to give some dedicated attention to an issue that is rarely given much practical thought in study skills literature or higher education environments: how you can talk and listen to your tutors/lecturers in ways that are more likely to bridge the novice–expert divide. It explores how you can make your tutors better at teaching you by learning to ask the right questions, by explaining and articulating your level of understanding, by using metaphors to explain how you have tried to understand a particular concept and by seeking clarification when you need it most.

We also provide you with an account of what research has discovered about the differences between novices and experts, so that you can use this knowledge to generate good approaches to developing your own expertise. We will encourage you to explore the areas in which you have expertise as well as the areas in which you feel completely new and possibly very unsure. We will also try to show that just because you are unfamiliar with a topic, does not mean that you cannot engage in very clever ways with the material and ideas that you are trying to learn about.

New students bring fantastic benefits to learning environments: they have fresh perspectives and new ideas and they adopt interesting angles on information and ideas that may have been around for a long time. Such benefits might not be exploited unless you have the confidence to ask questions, to compare new knowledge with existing knowledge, to seek out explanations and to interact in assertive ways with people who are experienced and knowledgeable.

Reflect on things you are already good at

Think of something that you are very, very good at. Perhaps it is a physical skill or sport, perhaps it is a computer game, perhaps it is some specialized area of interest that you know a lot about. Imagine yourself engaging in that activity and reflect on the things that you do. Now imagine yourself trying to explain to someone how to do what you can do so well:

- Why are you so good at it?
- What skills have you learned about the process?
- How easy do you think it would be to show someone how to start learning the skills in which you are already an expert?

Your answers to these questions might give you some clues about why lecturers and tutors in higher education sometimes find it quite hard to teach their subjects to people who are completely new to the area. The same answers might also give you some ideas about how you can start thinking about engaging in conversations with experts in ways that support your learning.



How you become an expert at anything

The literature on expertise and expert performance suggests that there are several things associated with the process of becoming an expert. They include the following:

- The 'ten year rule' – and what it means for your learning.
- Deliberate practice and immersion: how important they are and what they mean for your learning.
- The movement through different phases of competence.
- The development of automaticity.

Each of these features is outlined in a bit more detail below.

The 'ten year rule' – and what it means for your learning

Did you know that to become a real expert at anything it generally takes about ten years of consistent practice? (Researchers like Simon and Chase 1973 and Ericsson 2004, along with many others, have repeatedly found this to be true across many different areas of expertise.) That might seem like a long time, but to be a real connoisseur of anything – that is what it takes.

It might be a bit discouraging to think that it takes a whole decade to master a subject area or a set of competencies and that you cannot skip the journey. Even after four solid years of study and hard work, you are still less than half way on your journey from novice to expert. Don't be discouraged by this. Moderate your ambitions about what you feel you should be able to do. Go easy on yourself. Learning is a gradual process. Of course, it takes persistence and hard work, but it also takes patience and time. Getting your degree should equip you with a range of important competencies and by the end of it you should feel high levels of competence in a range of different activities. But see yourself as someone on a learning journey that continues long after your degree has been earned.

Key tip

It takes about a decade for someone to develop advanced expertise in a particular field or discipline. Be persistent and work hard. But be patient too! Learning can happen in fast spurts sometimes, but the building of deep competence takes time.

Deliberate practice and immersion: how important they are and what they mean for your learning

Of course it is not just the passage of time that creates experts. Learning does not happen if you sit passively at lectures and tutorials, expecting all the stuff you need to sink in through some



magical process of osmosis. You do need to motivate yourself, you need to persist and engage and really work hard to learn about your subjects and to achieve your learning tasks. Learning takes time, but you need to use that time in dedicated ways: practice, testing yourself and being tested by others, becoming completely immersed in your topic is important.

Remember that you are probably going to have to work very hard, no matter what course you are enrolled on. You need to concentrate, to stay on top of your studies as much as possible, and to focus on mastering key aspects of your learning through reading, listening, writing, talking, practising and testing yourself in the subjects that you are learning. It does not all have to be a dreadful grind though. Chapters 8 and 11 explore some of the ways you can strike a balance between work and play, and how you can stay healthy and happy in the context of all this hard work. But the evidence suggests that there is no getting away from the fact that the more of an expert you want to be, the more you are going to need to work hard as a student to gain the insights and competence that your subjects demand.

Key tip

The 'effortless genius' is generally a myth. Even people who look like they are sailing through college are likely to be working very hard behind the scenes. And experts who make things look like a doddle may have forgotten how much work it took for them to become so proficient at the things they are good at.

The movement through different phases of competence

The literature on expertise suggests that there are different, roughly identifiable phases on the journey to expertise and high level proficiency. These phases generally correspond to the levels of proficiency described by Dreyfus and Dreyfus (1986) as novice, advanced beginner, competent, proficient and expert or 'master' performer. The levels of proficiency framework (Dreyfus and Dreyfus 1986) has been adapted by O'Neill (2005) as follows.

Novice

- Rigid adherence to taught rules or plans.
- Harder to see problems 'in context' because of a lack of experience with different situations.
- Hard to make decisions using discretion.
- Limited experience base on which to integrate an assessment of challenges or problems.

Advanced beginner

- Can generate guidelines for action based on an awareness of some aspects of the situation.



- Situational perception is still limited.
- Some prior experience helping to build a base ready for competence.

Competent

- Starting to be able to cope with complexity within a field of expertise.
- More likely than beginners to see action at least partially in terms of long-term goals.
- More likely to engage in conscious deliberate planning.
- More likely to have developed a command over standardized and routine procedures.

Exercise 2.1: Which level of proficiency applies to you?

For the subjects and topics you are learning about, which of the above profiles do you think describes you best? Where do you position yourself on this continuum from novice to expert?

Novice **Advanced beginner** **Competent** **Proficient** **Expert**



There may of course be aspects of your performance within your subjects that are closer to the expert profile than others. Reflect on what stage of expertise you are at, and try to develop a strategy that helps you move on to the next stage.



What do these different possible stages mean for your learning at university?

You already know that it is impossible to become an expert overnight. It is also probably true that you need to move through different stages of expertise before you reach a level of high performance in any area. Remember that before something feels effortless and easy, there are probably a number of rules, routines, ideas and concepts in which you will need explicit practice.

Before you start experimenting and elaborating on your skills you need to gain control over the basic building blocks. Don't compare your performance to brilliant experts in your field. Rather try to emulate the patterns and habits of those that are just a little bit ahead of you. This is likely to give you a stronger stepping stone towards expertise.



Proficient

- Can see problems more 'holistically'.
- Has become more efficient at identifying most important aspects and issues associated with a problem or task.

Expert

- Does not rely on rules or guidelines.
- Intuitive, deep, embedded understanding of situations, an understanding that can quickly be acted on.

The development of automaticity

Your tutors and lecturers are likely to exercise important skills automatically and unconsciously. When they read a journal article in their sphere of expertise, they often skim and scan very quickly and can very speedily identify the main themes, added value and conclusions of the paper. You on the other hand may need to work through scholarly material much more slowly; it may take you longer to gain an insight about what the paper is actually saying, what its key messages are, and how you might integrate that knowledge into the framework of what you already know.

This is just one example of how your approach is inevitably going to need to be different from the approach of the people who teach you. There is an additional problem associated with the 'automatic' skills that experts have acquired – and that is the difficulty associated with articulating these skills to people who are still learning them, and for which a more deliberate, slower orientation is necessary. The point is that experts may not always be the best people to ask when you are trying to understand the activities that you need to practise in order to develop your skills.

In addition, the commonly encountered finding that experts underestimate the time it will require for novices to complete certain tasks, may have important implications for you. If a tutor or lecturer says that something is simple and can be done quickly, do not be discouraged if you find that it actually feels complicated and takes longer than your tutor/lecturer suggested it might. This is a common mistake that tutors and lecturers make. Sometimes, things that eventually become easy and swift, are inevitably hard and slow when you first encounter them. Keep this in mind when interacting with experts in your higher education context.

How to talk to experts in a way that supports your learning

Remember also that novices can still do many of the things that experts can. In the right conditions you can quickly demonstrate the foundations of competence on which experts have built more complex routines, links and ideas.



Also when you are learning from experts, remember that even those people with an enormous ocean of complicated knowledge in their heads can be understood very easily and naturally as long as the principles of natural conversation apply. So, rather than lamenting the huge gaps between your knowledge and that of your teachers, it is worth trying to create 'natural conversation' between you and them. This is not always easy to do in universities where classes are large and time is precious, but it is certainly worth looking for opportunities to have high-quality conversations with the people responsible for teaching you. Natural conversation requires an arena in which all voices have an opportunity to be listened and responded to.

Getting feedback from tutors and lecturers

It is very important for you to get feedback from your tutors and lecturers about how you are doing. Feedback is not always easy to get, and when you do get it, it is not always heartening, but it is almost always useful and it is something you should do your best to seek out and use in whatever way you can.

Getting feedback is useful for the following reasons:

- It helps you to get a stronger sense about how you are doing on your academic programme.
- It puts your emerging skills and developing knowledge to the test.
- It helps you to get a better sense of where your strengths are and how to build on them.
- It helps you to target your energies at the areas in which you may be struggling.
- It provides you with information that can help you to reflect on how best to use your time in future.

Feedback from your tutors/lecturers is a valuable learning resource. One of the things we have noticed is that students, particularly early students, tend not to look for feedback, or, if they receive it and do not understand what it means, they are not that likely to look for clarifications or explanations. If you get a low grade on an assignment and you do not know why you got it, then that grade does not provide you with much information at all about what you can do to address particular areas of underperformance. If you get a high grade and are also mystified about why you did so well, then you may be at a loss to know how to ensure you build on the strengths that helped you to score so well.

Whenever you get a grade for an assignment – make efforts to find out the reasons for that grade. That information will help you get a stronger understanding of the criteria for performance and allow you to adapt your study time accordingly.

Negative feedback is difficult to hear, and most of us do not like listening to it. But it is a fantastic tool for analysing your performance and coaching yourself about how you can 'up your game'. So if you have done a poor assignment, remember there are very useful lessons to be learned from that, as long as you seek out and receive enough feedback to understand the reasons for the grade.

Positive feedback is also a useful and illuminating resource. If you get an A+ on any assignment, you have every reason to feeling thrilled with yourself. But also commit to analysing the



reasons why you did so well, so that you can reflect on the key strengths you brought to that particular assignment and ensure you apply those strengths again. But remember also that the criteria for good performance are not the same in all subjects, and do not assume that because you have cracked it for one subject, you will necessarily have developed the skills you need to do well in other areas.

The importance of early, formative, ‘low stakes’ feedback

It is very useful to get feedback about your performance *before* you have to test your skills during graded assignments or exams. If you get low stakes feedback on aspects of your learning, then it gives you time and information to allow you to improve before it has an effect on your formal grades. This is the kind of feedback that may be most difficult to get, especially if you are part of a large class. You may need to be proactive about seeking out early, low stakes feedback by asking your tutors/lecturers if they will look at a piece of practice work to see how you are doing, or by talking to other, more experienced students about your early efforts to write, solve problems, think, read and learn in your area of study. Lots of universities have learner support centres that focus on key subjects or competencies like writing, mathematics, languages and study skills. Find out where these centres are, how you can avail of them, and how they can help you to sharpen your performance.

Initial practical tips for making contact with your teachers outside of class time

Lecturers are there to help you learn and if you need to talk to them, you should expect to be able to make an appointment or organize a meeting.

But! Keep in mind that lecturers are often very busy and many of them spend their days dashing from class to meetings to one-to-one sessions with students as well as managing their assessment, grading, research activities and administrative tasks. Check their available office hours and be prepared to recognize that they have scheduling pressures too.

Before you set up a meeting, try to figure out how much time you think you will need. Is it a small query that you think can be resolved very quickly, or is there something very difficult and involved that you need help with? It is useful to have some estimate about the ‘size’ of the issue you want to discuss. Some queries you have might easily be resolved by email for example, while others are likely to require more time and interaction. So remember to make use of email where possible, but also don’t be timid about arranging time to meet with your teachers when you know that you are struggling.

Recommendations and implications for your learning in higher education

You can help your teachers to learn more themselves by asking simple questions. You can help the expert to see problems in new ways and to combine ideas that have never been combined in the expert’s mind before. The research suggests that as a novice student, you may be more



thorough in your analysis of problems and concepts, and in this thoroughness you may find interesting possibilities and ideas that can elude the expert.

Peer-supported learning

Recent research and practice in higher education shows that more experienced student peers can be very helpful indeed in facilitating new students' adjustment to university life and learning. Many universities have responded to this finding in order to organize peer-supported learning systems and to avail of the benefits that have been found when more experienced students interact with less experienced ones. Experienced students tend to be closer from the points of view of time, culture and perspective to novice students, yet they have also learned some of the important rules, routines and skills of academia. Co-opting experienced students as peer supports for novice students is a proven strategy and one that can help to bridge the gap between novices and experts in academic environments.

Students who have been within the higher education system for longer than you have are often ideal people to talk to if you need advice or guidance on study, learning and performance at college. On a behavioural level, talking to more experienced student peers can act as the mediator of conversations that can otherwise be incomprehensible or difficult to penetrate, and they can provide candid information to tutors and lecturers that can help teaching performance improve.

Novice-led conversations

Many traditional academic learning environments are tutor/lecturer led. Both teachers and students can turn this around in the interests of bridging the novice-expert divide. It is useful to take the lead in learning situations: ask questions; probe lecturer perspectives; communicate with your teachers in order to demonstrate the ways in which you are navigating or not navigating the material you are expected to learn.

Helping your lecturers to slow down – some useful prompt questions

- Can you help me to understand this better by comparing it to something else?
- Can you try to rephrase what you have just said?
- Can I try to explain what I think you have said in my own words?

Breaking down your academic challenges into identifiable pieces or sub-parts

Real world problems are multidisciplinary, ambiguous, poorly structured and challenging. A lot of good learning happens when you try to use your existing skills to solve a problem that you have never encountered before.



Even being required to write an essay presents a series of challenges that you will need to respond to, and it is useful to break it down into its sub-challenges:

- An essay usually comes with a deadline – the problem of **limited time**.
- Writing the essay may require you to answer a question that you do not yet know the answer to – the problem of **researching and gaining insight**.
- Writing an essay may require you to express yourself in a particular way, according to a set of rules that you are not fully familiar with – the **problem of genre**.
- Writing an essay may require you to engage in critical thinking, to question and to explore an issue from a range of perspectives before coming to your own conclusions – the problem of **evidence-based critique**.

For each separate learning task, it is possible to identify an even more specific subset of problems and challenges that you need to get your head around. Most of these challenges involve actions that expert teachers have become very good at doing automatically. You on the other hand have the advantage of the novice, which allows you to be more aware of the different steps you will need to take to complete the task that you have been set. By breaking down each learning task, you might be able to adopt a more proactive and organized process for tackling it. Doing this can also help you to build a ‘transferable skill’ which will make you more competent in the face of new problems, as well as more practised in the tackling of more familiar ones.

Other ways in which expert–novice differences can support learning

You are unique. There is no ‘one best way’ to engage in learning, and it is important for you to find the strategies that work for you. It might take you more or less time than others to read a chapter or a paper; you might be more motivated to work hard on some subjects than on others, and your own life context might determine how much time you can reasonably allocate to studying and learning.

You need to take these differences into account as you plan to interact with expert teachers in the interests of your higher education. Carroll (1963) showed that differences in time required for learning (aptitude); time willing to be spent on learning (motivation and perseverance) and time allowed for learning (opportunity) all interact to explain the differences in performance among learners.

These are the variations that require you to develop your own proactive, unique, and personal learning strategy. We know that everyone learns differently, even if they learn in the same learning contexts. As well as being aware of the differences between novices and experts, there are also substantial differences in the learning styles and strategies of individual learners (see also Chapter 3 for a detailed exploration of different learning styles and orientations).



Chapter summary: Key learning points

- Watch experts. Study how they do things. Listen to them when they are trying to solve problems. Doing this will help you to learn to generate the best solutions yourself.
- Try to 'do something' with all of the information you encounter during your programme of study: learn actively to detect features and patterns, to link new information to frameworks you're already aware of and to adopt the critical approach we outline in Chapter 4.
- Develop your own self-monitoring skills: How am I doing? What have I learned? How can I understand this better? What information is missing? How could I solve this problem more effectively etc.
- Always be prepared to engage in dialogue with your tutors and lecturers. Be courageous about telling them the things you do not understand. Ask them to show you how they go about doing things. Tell them to slow down and explain the different steps that they might gloss over, or do automatically.

Suggested further reading

- Cho, K. (2004) When experts give worse advice than novices: The type and impact of feedback given by students and an instructor on student writing. Unpublished dissertation, University of Pittsburgh, PA.
- Daley, B.J. (1999) Novice to expert: An exploration of how professionals learn. *Adult Education Quarterly* 47(4): 133–147.
- Isaacs, E.A. and Clarke, H. (1987) References in conversation between experts and novices. *Journal of Experimental Psychology* 116(1): 26–37.
- Moore, S., Walsh, G. and Risquez, A. (2007) *Teaching at College and University: Effective Strategies and Key Principles*. Maidenhead: Open University Press.

Style Matters: Techniques to suit your own learning style

3

Chapter Contents

Introduction	23	Fishbone diagrams	34
Intelligence	24	Learning on the move	34
Eight intelligences questionnaire	24	Making personal connections	35
Scoring the questionnaire	29	Music and learning	35
The eight intelligences	30	Study-buddy	36
Effective learning techniques	30	Study groups	36
Connecting with your senses	31	Teach and learn	36
Audio tapes	31	Visual notes	37
Free-fall thinking	32	Voice notes	38
Case studies	32	The '5W and 1H' technique	38
Concept maps	32	Suggested further reading	39
Ecology checks	33		

Chapter Overview

- **Discovering your intelligence type**
- **Linking your intelligence type to a range of effective learning techniques**
- **Learning how to gain the most from your study**

Introduction

There is no one 'right' way to learn and most students develop their own strategies to help them cope with their studies. These can include techniques for managing time, reading, making notes, and writing assignments. However, it is a good idea to review these occasionally. With this in mind, this chapter introduces Howard Gardner's ideas on multiple intelligences, as your own 'intelligence type' can be connected to one or more of the learning techniques described later.



Intelligence

Intelligence tests have been constructed traditionally around four main ability areas:

- Numerical.
- Linguistic.
- Spatial.
- Logical/reasoning.

Extending this list, Howard Gardner, a Professor of Education at Harvard University, has advanced the idea that at least eight different 'intelligences' can be identified. His ideas have significant implications for thinking and practice in the worlds of education and training (Gardner 1999, 2006). Gardner's theory will be explained in detail later, but first, please complete the eight intelligences questionnaire.

Eight intelligences questionnaire

There are 80 questions, and you can select a response from 1 to 5 to each of them:

- **1** is the **lowest response**, usually implying a negative reaction, or no experience/no interest.
- **5** is the **highest response**, usually implying a very positive reaction/response or interest.

Work quickly through the questions and tick the response closest to your feelings on the question or statement presented.

M	What role does music play in your life? (Listening or playing or composing)	1	2	3	4	5
K	To what extent do you enjoy sports/gym related activities?	1	2	3	4	5
L	How do you rate your interest and/or ability in mathematics?	1	2	3	4	5
S	To what extent do you enjoy building or making things out of available material?	1	2	3	4	5
W	To what extent do you enjoy games involving words, or the sounds of words?	1	2	3	4	5
P	To what extent have you had friendships that have lasted a long time?	1	2	3	4	5
I	To what extent do you have a clear sense of what you want out of life?	1	2	3	4	5
N	To what extent do you care for animals, or would like to care for them?	1	2	3	4	5



M	What level of interest do you have in playing one or more musical instruments?	1	2	3	4	5
K	To what extent are you interested in competitive physical activity?	1	2	3	4	5
L	How would you rate your ability to make accurate mental arithmetical calculations?	1	2	3	4	5
S	To what extent do you enjoy art and/or design activities?	1	2	3	4	5
W	To what extent have you a personal interest in creative writing?	1	2	3	4	5
P	To what extent are you effective at solving human conflicts at work, home, or elsewhere?	1	2	3	4	5
I	To what extent are you aware of the past causes of your emotional responses to current situations?	1	2	3	4	5
N	To what extent have you learned about wildlife away from formal academic study?	1	2	3	4	5
M	To what extent do you like to sing, either alone or with others?	1	2	3	4	5
K	To what extent are you effective at practical tasks that require hand/eye coordination?	1	2	3	4	5
L	To what extent are you curious about why and/or how things work?	1	2	3	4	5
S	To what extent can you design and make the best use of the space around you?	1	2	3	4	5
W	How effective are you at bargaining or making a deal with people?	1	2	3	4	5
P	How well can you 'tune into' the feelings, wishes, or needs of others?	1	2	3	4	5
I	To what extent do you have a vision of your future career goals?	1	2	3	4	5
N	What role does nature and the natural world play in giving your life meaning, purpose, and pleasure?	1	2	3	4	5
M	To what extent does music occupy your leisure time?	1	2	3	4	5
K	To what extent does working with your hands give you pleasure?	1	2	3	4	5



L	To what extent are you effective at designing administrative systems to manage your work?	1	2	3	4	5
S	How easily can you work out how to assemble something, e.g. self-assembly furniture?	1	2	3	4	5
W	To what extent, when others disagree with you, are you able to say what you really think or feel?	1	2	3	4	5
P	To what extent do you enjoy working with others in groups or teams?	1	2	3	4	5
I	To what extent can you predict your own response or behaviour in any given situation?	1	2	3	4	5
N	To what extent are you active in conserving and protecting the environment?	1	2	3	4	5
M	To what extent can you identify different kinds of musical instruments from their sounds?	1	2	3	4	5
K	To what extent do you remember best from what you have done (compared to seen or heard?)	1	2	3	4	5
L	To what extent do you enjoy mental tests or puzzles?	1	2	3	4	5
S	How would you rate your sense of direction?	1	2	3	4	5
W	To what extent do you learn best by discussion with others?	1	2	3	4	5
P	To what extent do you generally prefer group activity in your leisure time?	1	2	3	4	5
I	How would you rate your level of understanding of your weaknesses and areas for improvement in your life?	1	2	3	4	5
N	To what extent are you interested by natural sciences, for example biology, chemistry, physics, and geology?	1	2	3	4	5
M	To what extent can you remember and imitate musical rhythms and tunes?	1	2	3	4	5
K	To what extent do you engage in physical pursuits or exercise for pleasure?	1	2	3	4	5
L	To what extent do you enjoy categorizing, grouping or organizing data or information?	1	2	3	4	5
S	To what extent do you find that films, and other audio/visual teaching methods, are particularly significant ways of helping you learn?	1	2	3	4	5



W	To what extent do you enjoy speaking formally in public?	1	2	3	4	5
P	To what extent are you an easy person to get to know?	1	2	3	4	5
I	To what extent do you get angry or frustrated when you fail or if things go wrong for you?	1	2	3	4	5
N	To what extent would you enjoy working in some form of environment/nature related career?	1	2	3	4	5
M	To what extent can you easily identify different composers just by listening to their music?	1	2	3	4	5
K	To what extent can you concentrate for long periods?	1	2	3	4	5
L	To what extent are you interested in science or solving science related problems?	1	2	3	4	5
S	To what extent are you accurate at judging distances between objects?	1	2	3	4	5
W	To what extent are you effective at explaining things logically and clearly to others?	1	2	3	4	5
P	To what extent would you consider yourself to be a person who easily takes advice from others?	1	2	3	4	5
I	To what extent do you prefer to think through your own problems, rather than seek advice from others?	1	2	3	4	5
N	To what extent do you seek out information about global environmental issues?	1	2	3	4	5
M	To what extent was music important to you in childhood?	1	2	3	4	5
K	To what extent do you prefer physical to non-physical leisure activity?	1	2	3	4	5
L	To what extent do you take systematic, step-by-step approaches to solving problems?	1	2	3	4	5
S	To what extent are you creative in a visual way, e.g. art/photography/design?	1	2	3	4	5
W	To what extent are you asked to 'do the talking' by friends or fellow students in any group?	1	2	3	4	5
P	To what extent do you consider yourself to be a person easy for others to get to know?	1	2	3	4	5



I	To what extent is thinking problems out alone more important than talking them out with others?	1	2	3	4	5
N	To what extent do you opt to relax and unwind outdoors?	1	2	3	4	5
M	To what extent do you discuss or listen to music in the company of others?	1	2	3	4	5
K	To what extent do you go out of your way to choose strenuous physical activity as a form of relaxation?	1	2	3	4	5
L	To what extent do you have a good memory for numbers?	1	2	3	4	5
S	To what extent are you observant and notice things that others miss?	1	2	3	4	5
W	To what extent are you good at explaining things to other people?	1	2	3	4	5
P	To what extent could you take the lead in discussion with a group of strangers?	1	2	3	4	5
I	To what extent do you look for unique or unusual ways to solve personal problems or achieve personal goals?	1	2	3	4	5
N	To what extent can you identify the differences between different forms of plant life?	1	2	3	4	5
M	To what extent do you like to discuss music with others?	1	2	3	4	5
K	To what extent do you enjoy any form of travel, including bus and train journeys?	1	2	3	4	5
L	To what extent are you effective at budgeting money?	1	2	3	4	5
S	To what extent can you visualize how things might look from different perspectives?	1	2	3	4	5
W	To what extent do you enjoy expressing your ideas in writing?	1	2	3	4	5
P	To what extent can you make people feel comfortable and at ease with you, and/or each other?	1	2	3	4	5
I	To what extent do you like to do things by yourself?	1	2	3	4	5
N	To what extent do you go out your way to read about environmental issues?	1	2	3	4	5



Scoring the questionnaire

Calculate the totals allocated to questions in each of the eight recurring code categories. The maximum score possible for any of the eight categories is 50. Write the total scores for each category in the grid and then rank your scores in the code and ranking columns.

Questionnaire Scores		Code	Total Score	Ranking
W	L	W		
		L		
S	K	S		
		K		
M	P	M		
		P		
I	N	I		
		N		









The eight intelligence types suggested by Gardner (2006) are listed in Table 3.1.

Table 3.1 Gardner's eight intelligence types	
Code	Type of intelligence
W	Linguistic
L	Logical/Mathematical
S	Visual/Spatial
K	Bodily/Physical (kinaesthetic)
M	Musical
P	Interpersonal (social)
I	Intrapersonal (inner)
N	Environment/Naturalist



The eight intelligences

Most of us will have some aptitude or interest in some aspects of **all** of these. But it is likely that you are more **inclined** to at least one of these eight intelligences.

<p>Linguistic</p> <p>This is the ability to use language in an effective way. You are likely to be particularly interested in the meanings, rhythms and influence of words in spoken and written forms.</p> 	<p>Logical/Mathematical</p> <p>This is the ability to reason, calculate, and to think things through in a logical, systematic and analytical manner. It also involves the ability to make connections between different phenomena or activities and to understand relationships between actions.</p> 
<p>Visual/Spatial</p> <p>This is the ability to think creatively in relation to space, colours, and physical forms. It includes the ability to think in three-dimensional ways and to convert these ideas into some creative form.</p> 	<p>Bodily/Physical (kinaesthetic)</p> <p>This is about making things, or solving physically related problems. It can include also an interest in testing or competing yourself against others, for example in sport, athletics, dance, or in other ways.</p> 
<p>Musical</p> <p>This is the ability to play or understand music, or be sensitive to the meanings of musical patterns and sounds, and other forms of audio communication.</p> 	<p>Interpersonal (social)</p> <p>This is the ability to understand the motivations and actions of others. It is an intelligence that can be applied to managing others, or helping them develop their potential.</p> 
<p>Intrapersonal (inner)</p> <p>This involves the capacity for honest self-analysis and reflection, including assessing your own accomplishments, reviewing own behaviour, motivations and innermost feelings.</p> 	<p>Environmental/Naturalist</p> <p>You are likely to be actively interested and concerned with environmental issues. You are likely to be able to recognize and categorize inhabitants, features or elements of the natural world.</p> 

(Based on Gardner 1999, 2006)

Effective learning techniques

If you are a student on a formal course, it may seem there is little choice about **how** you learn. You may have to attend lectures and seminars at set times, in set places, and in a formal way. However, there are many opportunities to exercise your independence in the way you study, and in particular the way you do the following:

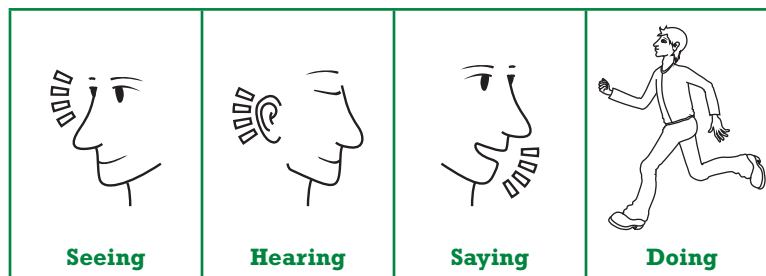
- Motivate and organize yourself.
- Manage your time.
- Work with others.
- Engage with private reading.

- Critically analyse ideas.
- Plan and write assignments.
- Revise for examinations.

As mentioned earlier, it is likely that you have already developed strategies for managing this type of independent learning. However, you are invited to look at the following range of learning techniques to see if there are any new or unfamiliar ways of learning that might appeal to you. You may find that some connect obviously with your intelligence type but others may interest you enough to try, irrespective of the result of the Gardner exercise.

Connecting with your senses

Many of the ideas that follow draw on the basic principle of engaging your senses by using:



- Audio tapes.
- Free-fall thinking.
- Case studies.
- Concept maps.
- Ecology checks.
- Fishbone diagrams.
- Learning on the move.
- Making personal connections.
- Music and learning.
- Study-buddy.
- Study groups.
- Teach and learn.
- Visual notes.
- Voice notes.
- The '5W and 1H' technique.

Audio tapes



Listening to audio learning tapes can be an effective way of learning for all students, but particularly for students scoring high on Linguistic and Musical Intelligence types. There is



a surprising range of audio learning tapes available on the market and your library will advise what they have available, or could acquire for you.

Free-fall thinking



Free-fall thinking a topic can be a successful approach to learning for any student, particularly when looking for solutions to case study problems or preparing for assignments. The technique may be of particular interest to students who scored high on Intrapersonal or Interpersonal Intelligences, as they will usually enjoy working with others in groups – where this approach can be very productive for generating new ideas.

You can begin by writing down a single word, phrase or full sentence. Then jot down anything you think of to capture the ideas sparked into life by the words. You could, for example, write down the problem or a question at the centre of some paper, then just write down ideas as they occur to you. Free-fall thinking is particularly effective when done in a group.

The secret is to let your mind ‘run loose’ and not be afraid to come up with unusual angles and responses; the motto for group and individual is ‘anything goes’; workable ideas often arrive from starting with seemingly weird or impractical suggestions.

Case studies



Using case studies can help you to explore a subject or skill in a practical way. Case studies may feature on your course anyway; but you could try converting theoretical ideas into real world case study scenarios. These can help remote and abstract subjects to come alive and give them practical meaning and application, particularly to students who scored high on Intrapersonal Intelligence.

Concept maps



Concept maps may have a particular appeal to those who scored high on Logical/Mathematical and Visual/Spatial Intelligences. They are useful when you want to explore and build up a visual framework to answer a particular question. You start with a ‘focus question’, for example: ‘Why do we have seasons?’, and construct a network of ideas, answers or lines of inquiry; one answer can trigger off another train of thought or enquiry. The individual ‘answers’ or ideas are contained within boxes, linked by a network of connecting words or phrases, e.g. **Seasons** . . . are determined by . . . **Amount of Sunlight** . . . is determined by . . . and so on. See the example in Figure 3.1 (Novak and Canãs 2006).

The advantage of building concept maps is that they can:

- help you to identify what you know on a topic, and what you need to learn.
- provide a visual framework for connecting ideas.
- help you to remember the whole picture more easily.

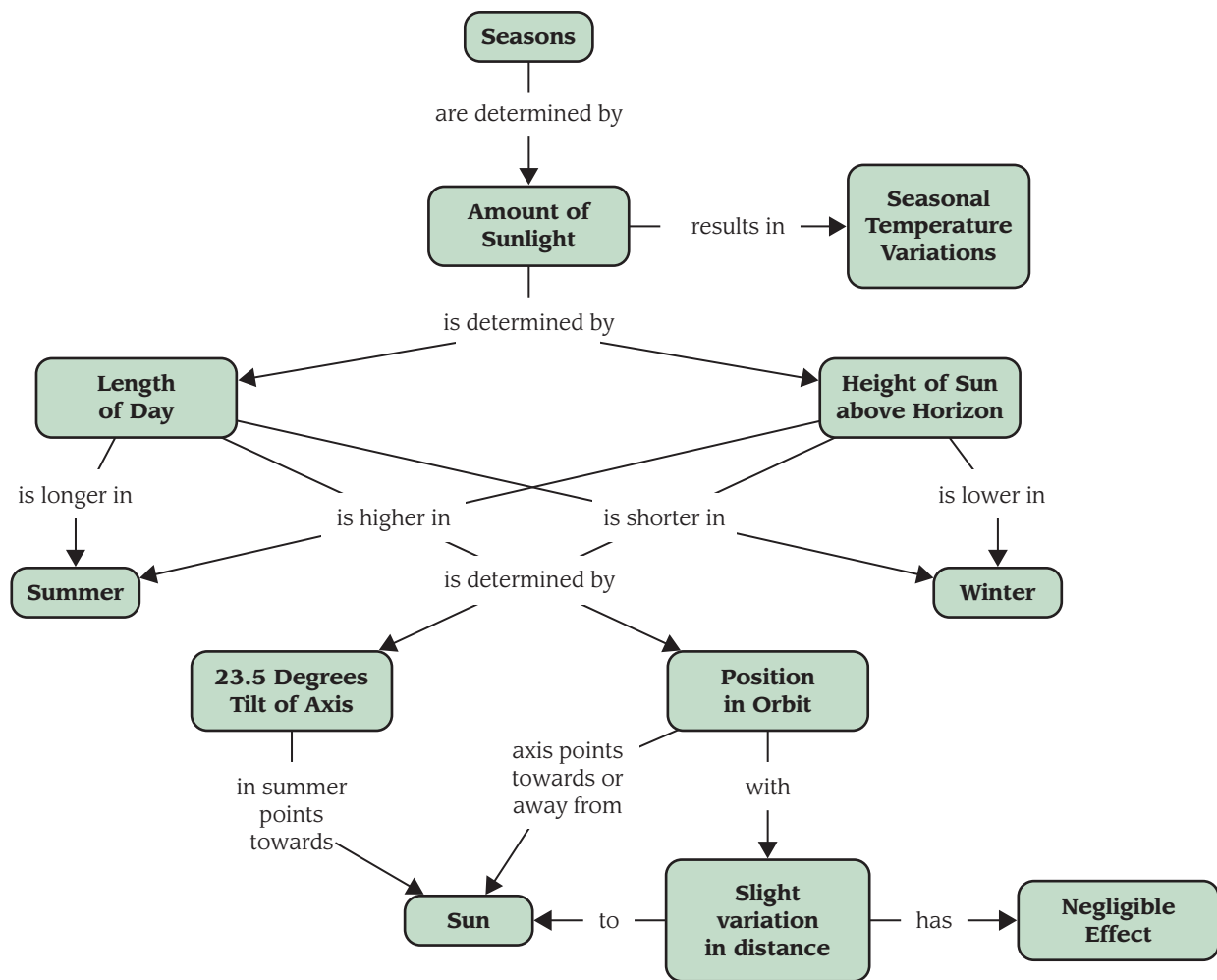


Figure 3.1 Concept map: the seasons – cause and effect (Novak and Cañas 2006)

You can find out more about concept mapping and download free software from the website of IHMC Cmap Tools at <http://cmap.ihmc.us/conceptmap.html>

See also 'Fishbone diagrams' and 'Visual notes' in this chapter.

Ecology checks



Ecology checks may appeal particularly to students who scored high on Environmental Intelligence type. If you did, it is likely that you will be concerned about the impact or effect of any particular subject on the world and people who live in it. If that is so, Rose and Nicholl (1997) suggest you to run an 'ecological' check on any relevant topic, and ask the following questions:

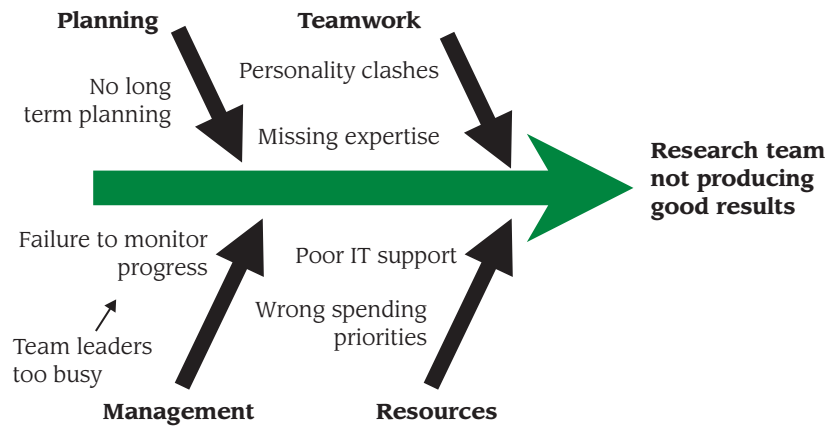


Figure 3.2 Example of fishbone diagram (Lau and Chan 2006)

- What are the environmental implications of what you are learning?
- Has it any implications for conservation of resources?
- Will it help or hinder social fairness? Does it have anything to say on solving any of the major problems of our times?
- Does it help to understand the mind of individuals or their social behaviour?
- Does it exploit anyone or anything else?
- Does it guide you to any action or social purpose?

Fishbone diagrams



Fishbone diagrams or 'Ishikawa diagrams' (named after Professor Kaoru Ishikawa, the originator) may have a particular appeal to those who scored high on Logical/Mathematical and Visual/Spatial Intelligences. They are useful for analysis to identify and illustrate cause and effect issues in any problematic situation. The problem is identified (tip of arrow) and 'side bones' are added, as appropriate, to build up a structure of possible causes contributing to the 'effect' (see Figure 3.2). Fishbone diagrams are useful both as a focus for group discussion and as an individual form of visual note making. See also '**Concept maps**' and '**Visual notes**' in this chapter.

Learning on the move



The technique of learning on the move may appeal to those who scored high on Bodily/Physical Intelligence. If you dislike sitting still for too long to study, take advantage of a journey (bus, train etc.) to read books or your notes. If you study while you travel, you can read for a while, observe the passing scene when you get bored, then return to your reading.



Making personal connections



Making personal connections is about creating a personal interest in any subject you perceive as boring. This can be a particular issue for those who scored high on Intrapersonal Intelligence. They will usually give 100 per cent of their attention to subjects which interest them, but the converse can apply if the subjects are perceived as irrelevant to their lives. The way forward, if you are in this situation, is to try to find a **connection** between the subject and your own life, and to explore the subject at a **personal** level. This may seem difficult, but it can be done, in the following ways:

- You will learn better and make any subject more interesting if you ask yourself: How can I use this idea? What personal significance can I find in this for me?
- Reflect on **why** you find some subjects or learning situations difficult. You will probably find this connects with past negative experiences. If you have unpleasant memories from the past of a particular subject, you may still feel negatively about it today. But you can change the way you perceive the situation – you do not **have** to feel bad about it now. The past is the past, now is now.
- Think about the reasons behind the development of the idea, theory or practice: Why did it appear on the scene? What is the history behind it?
- If you had to summarize the main points of a particular theory, idea or practice for a group of people who knew nothing of the subject, what would you say? How would you do it?
- Ask lecturers why they find these subjects so interesting and encourage them to share some of their interest with you. Many lecturers are quietly passionate about their subject area and are often very happy to explain why. The discussion you have, and the sharing of ideas in this way, may ignite a spark of interest for you.

Music and learning



Music plays an important role in learning, and not just for those who scored highly on Musical Intelligence. Remember the songs you learned at primary school. These were not just for entertainment, but were included in the curriculum to develop your language, memory, arithmetic, colour recognition and common societal values. In adult life music can play a role in enhancing learning, although exactly how it does this is still a matter for research. For example, it has been asserted that listening to Baroque classical music can create the right conditions to help some people learn. It may be that the associations of reading, linked to a relaxed state induced by the music, may help some students to recall the main points of a topic (Dickinson 1997). Why not test this for yourself?

There is some evidence, too, that **participation** in music making can aid memory; for example, musically trained adults appear to perform better on verbal word memory tests than other adults (Franklin et al. 2008). What role does music play in your life? Can you connect an interest in music to effective learning techniques? For example, could you link a list of items to a mnemonic, assisted by a particular rhythm or rhyme? Or could you memorize



a particular theory by building a song melody around the ideas? In factories during the Second World War and afterwards, music was often played to lift morale – and speed production. Could music speed your creative thinking? Could music that gradually builds the tempo, such as Ravel's *Bolero*, connect with the way creative ideas emerge individually or in a group? Try it and see.

Study-buddy



Find another student on the same course (a 'study-buddy') and meet regularly to talk through the main points from a lecture, seminar or set reading. You can, for example, share out reading with your study-buddy. You and your buddy agree to read a chapter each then meet to tell each other about it.

Study groups



Study groups can work for all students, but particularly those who scored highly on Interpersonal Intelligence, as they work on the same principle as the study-buddy idea. Your group will meet on a regular basis and with a pre-agreed agenda. You could, for example, agree to review a particular lecture, read a selected chapter of a set book, or discuss an essay topic.

Teach and learn



One of the best ways for students to learn, particularly those with high scores in Interpersonal Intelligence, is to teach – or at least explain to – others what they have learned. When you have to explain things to others, you start to think hard and seriously about it. Talking to other people about a subject requires you to organize your thoughts into a logical sequence. You also have to take into account the other people's ability, grasp of language, and knowledge, which makes you refine the way you present the subject to them. This can reinforce your own knowledge.

The **study-buddy** or **study group** ideas suggested earlier give you an opportunity to do this, but your institution may run a **mentoring** or **peer assisted learning (PAL)** programme, which could give you the chance formally to help new students (or 'mentees') with their studies. Mentors offer four key support roles to mentees:

- Inducting new students into 'the system' and thereby helping them gain confidence more quickly.
- Passing knowledge on to mentees: for example, as to what tutors are looking for in assignments and other assessed work.
- Helping mentees develop techniques for effective learning.
- Giving practical and useful information to mentees on coping independently away from home.

Visual notes

One effective learning technique that can appeal to students who score highly on Visual/Spatial Intelligence is make notes more visual (see Figure 3.3). This form of note taking allows you to visually connect ideas to overview a topic. You can add your own observations and critical comments to the notes.

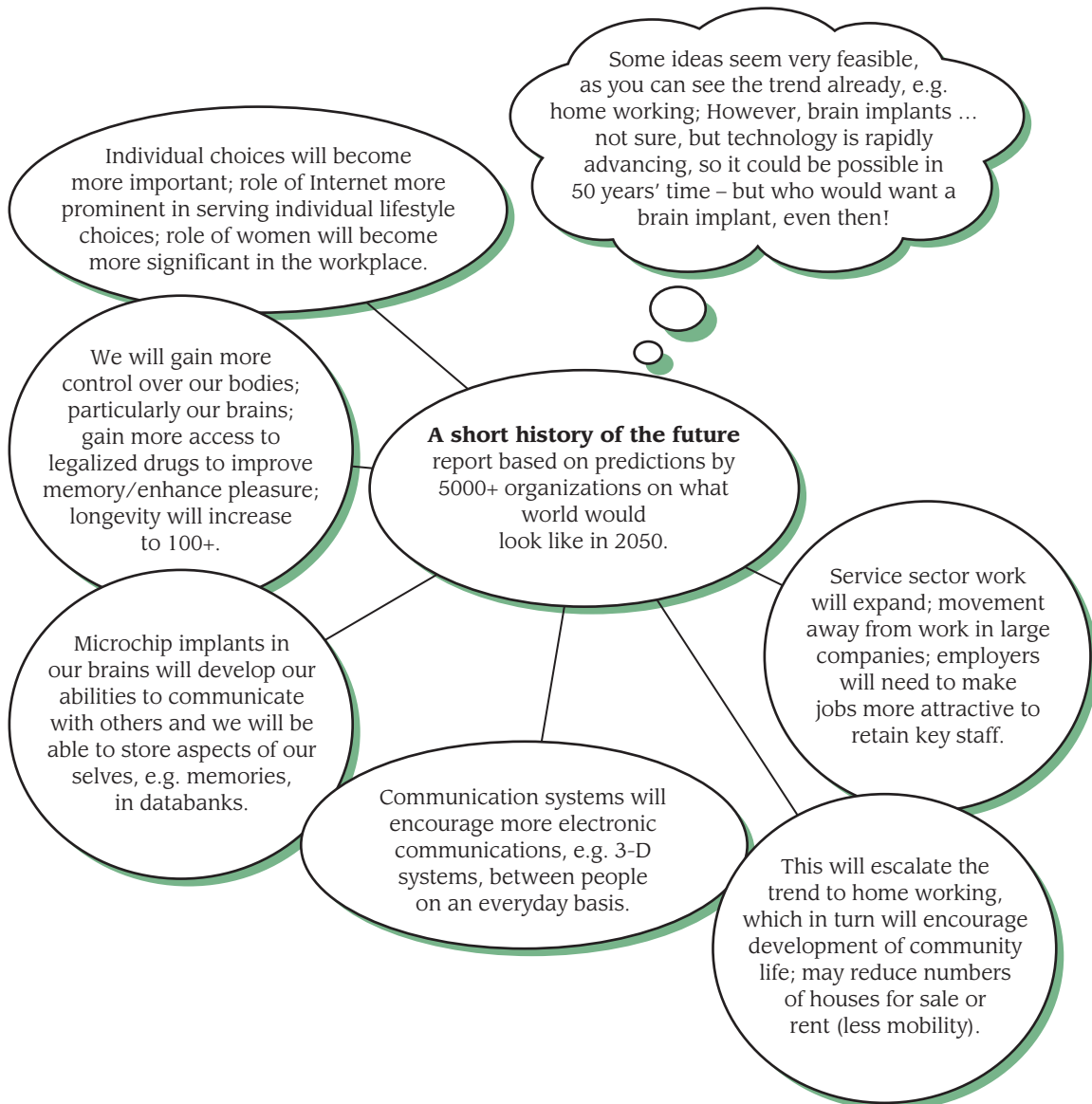


Figure 3.3 Example of visual notes



Voice notes



The voice notes technique may particularly appeal to those with high Linguistic Intelligence scores.

- Using a voice-recorder to summarize ideas verbally can work well for some students, as it can help them to concentrate on reading.
- The process of verbally summarizing what you have read, heard or seen can help you to focus on the main points and select the right words to express a particular idea.
- The tapes made can be replayed in situations away from formal learning areas; for example, you can listen while you exercise, drive or travel on public transport.

The '5W and 1H' technique



The 5W and 1H technique refers to six questions: Who? What? Where? Why? When? How?

This type of technique can have a particular appeal to anyone scoring high on Logical/Mathematical Intelligence, although the questioning process is at the heart of critical analysis, which makes it a useful approach for **all** students. You apply the technique by asking interrogative questions of any idea, model, or practice in preparation for tutorials or writing assignments (see Table 3.2).

Table 3.2 The 5W and 1H technique

Who?	Who is the idea aimed at? Who might benefit or be disadvantaged by the idea? Who is or is not involved? Who developed the idea?
What?	What are we taking for granted? What assumptions, if any, are we making? What is implied that may not be true? What is missing? What is the background to this idea? What is the wider significance of the idea? What are the advantages and negatives of the idea?
Where?	Where did the idea originate? Where can it be applied? Where would it not be applicable? (Are there, for example, cultural barriers to consider?)
Why?	Why has this idea been developed? Why should we pay any attention to it?
When?	When did the idea originate, and is it still valid? When is the idea applicable/not applicable? When would it be reasonable or unreasonable to apply the idea?
How?	How will the idea work in practice? How can the idea be introduced? How are people likely to react? How will the idea be evaluated? How will we know or recognize success?



Chapter summary: Key learning points

- Understand that different people have different approaches and orientations towards their learning.
- Be aware of what your own learning orientations are – i.e. what makes you more likely to learn well and feel motivated.
- Use this self-awareness to guide your study plans and activities.
- Recognize that some learning and study techniques will work very well for you – it might take more time and practice to get used to others.
- Find out what techniques work best for you: get plenty of practice and remember to keep on looking for feedback about how you are doing.

Suggested further reading

Gardner, H. (1999) *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.
Gardner, H. (2006) *Multiple Intelligences: New Horizons in Theory and Practice*. New York: Basic Books.
Rose, C. (2000) *Master It Faster: How to Learn Faster, Make Good Decisions, and Think Creatively*. London: The Industrial Society.

4

Taking It In and Working It Out: Ideas for reading, listening, making notes and critically thinking about information

Chapter Contents

Introduction	40	Generating your listening, reading, note-making and memorizing strategies by asking the right questions	49
An exercise in listening, reading, making notes and memorizing	41	Reading more effectively	49
Reading for clarity, precision, relevance and other important characteristics	45	What are the reasons for the conclusions?	49
Listening and the positive effects of body language	47	Which words or phrases are ambiguous?	50
The importance of the reading habit	48	Digging deeper	50
Developing your reading habit	48	Suggested further reading	52

Chapter Overview

- **Developing ideas about listening effectively, reading well and thinking critically**
- **Using focused tips for remembering and recalling**
- **Practising active listening**
- **Extracting clarity and precision from learning material**

Introduction

This chapter will help you to focus on aspects of your learning that are often taken for granted in college and university. It is often assumed that you know how (and are motivated) to listen actively, to read extensively, to take useful notes during formal sessions, all the time remembering to think cleverly about the things you are trying to learn. The truth is often quite different. You may find yourself sitting absentmindedly in lectures or tutorials and at the end of it all, wondering what on earth it was about. You can start to feel vaguely worried about what you might have missed. You may be unsure about how to go about reading, how much of it you should be doing, and whether



it is going to have any impact on your learning and performance as a student. When taking notes, it can be difficult to know what to write, and how to structure this. And, probably most importantly, it may be difficult to know how to lodge all this apparently important information firmly in your head so that you can use it effectively and think about it critically in a range of different ways.

This chapter will provide a framework that will help you to question, think critically about, interrogate and explore in analytical ways any of the material you encounter while you are learning. It emphasizes that one of the great habits to adopt, in education and in life, is not to take everything at face value. It will help you to consider the best way to take in information and ideas, but it will also encourage you to 'get underneath' information in a way that will assist you to bring judgement and wisdom of your own, and to apply that judgement to the information, ideas and claims that are out there.

An exercise in listening, reading, making notes and memorizing

This section uses the actions of listening, reading, making notes and memorizing to help you to recognize the differences between deep and surface learning, and also show how even during a brief session like the one below, it is possible to engage with material at many different levels.

Ask someone to read the following passage to you and listen carefully to what the person is saying. Do not take notes while listening – just try as hard as you can to listen carefully to the person reading the passage and notice aspects of the message. Please do not read the passage yourself – have someone do this for you and listen as actively as you can.

Exercise 4.1: *Supper* – by Nigella Lawson

From the book *Nigella Express* by Nigella Lawson. Copyright © 2007 Nigella Lawson. Extract published in the United States by permission of Hyperion. All rights reserved.

One of the oft-cited laments of those who don't really enjoy cooking is that a meal takes so much less time to eat than to cook. I don't mind that, not least because I always relish a bit of pottering about in the kitchen: it's the only time I ever get to myself. But also, I confess to an affinity with that Victorian worldview, the constant harping on the inevitability of decline – 'the woods decay, the woods decay and fall' that sort of thing – and the reminders that all things go back into the earth or up to the heavens. I don't resist the implacable cycle of meals, the kitchen grind.

Luckily, enough of my life is spent on what feels like some sort of cake-walk treadmill for me to have sympathy with those who have a less sentimental attachment to both the kitchen and my fond futilism. There are days, and probably those days are in the majority, when I feel I have no more than 10 minutes to get supper on the table. Yes, I am willing every now and then to have bread and cheese. I love bread and cheese. But most days I want a proper supper. And I mean 'proper'. I am not interested in making something easy but dispiriting to eat: as far as I'm concerned, every eating opportunity has to be relished, and the idea of wasting one by eating something I don't really want or that doesn't give me pleasure is too hideous to contemplate. It happens, but I am inconsolable afterwards.

Actually, I eat so fast that I'd have thought it would be impossible for me ever to find any recipe that takes less time to cook than to eat, but desperate times call for desperate measures – and if an exhausted weeknight,



after a six o'clock meeting, a row over homework and a reproachful list of unreturned phone calls and emails doesn't call count as desperate times, I don't know what does. I need food I can cook fast or else – not least – I'll eat too much while I'm waiting for supper to be ready. Cook, feed thyself. And indeed I do. These are recipes that are almost too bare bones to be called that, using ingredients that need at most a quick blitz in a hot pan or a basic, effortless warm through. They're my fast fall-backs, the sort of meals I can cook when I'm squeezed for time at every angle. In other words, you can do a supermarket sweep at lunch and snatch yourself supper in the evening. And what's more, the washing up's minimal too'.

How much of this do you think you have taken in? In the space below, try to write the key points and issues that you remember. Give yourself about two minutes to try to remember the contents of the reading:



- How did you do?
- What parts of the reading were you best able to remember and were you able to focus on some pieces more than others?
- What main messages did you recall?



- Did you find it easy or did you struggle?

Practising your approach to listening and taking in information of any kind (even if it's Nigella Lawson's reflections on cooking) can help you to develop your approach to learning information that is associated with your studies.

Now compare what you remembered to the content of the passage and give yourself one of the following four grades: A, B, C or D.

- A – Almost total recall: I remembered everything about this passage and was able to reproduce it accurately in my own words.
- B – Good recall: I remembered at least 8 key points contained in the reading, and was able to articulate these points without much effort.
- C – Some recall: I remembered some of what the passage contained and was able to write down at least 3–5 points contained in the reading.
- D – Poor recall: I found it very difficult to remember much about what this passage contained.

What grade did you give yourself? If you scored an A or a B, then it is likely that you have already developed good basic skills in focusing on and absorbing information – you probably attended actively while you were listening to the passage and attempted to organize these ideas carefully and effectively enough to be able to reproduce and rearticulate those ideas in your own words.

You may have been more struck by some aspects of the messages contained in the passage than others and as a result you were probably able to remember those striking parts of the message more easily. Even if you did very well indeed, you will probably notice if you read over the passage yourself, that there were still key parts of the passage that you missed or were unable to recall. If you gave yourself a score of C or D, then do not worry too much – your ability to listen, focus and recall can very easily be improved. Very few people have perfect recall, but there are some relatively easy techniques you can use to improve your ability to take in and to remember a lot of information.

Some of these techniques have to do with concentration and focus, and others have to do with creating structures for yourself in order to organize and make coherent the information you are trying to absorb and understand.

Now go back to the passage and this time read it yourself. This time, plan to look for the answers to the following questions:

- 1 What is the **underlying message** in this reading? Are there several messages? Which do you think is the most important one?
- 2 How much of the reading simply outlines **one individual's opinion**? **How valid do you think that opinion is** based on what you know about the person who has written the piece?
- 3 Was there **anything that you disagreed with** in the passage? If so, **on what basis did you disagree**?
- 4 Was there anything **you did not understand** (a word or a reference or an argument)? If so, **what is the nature of that misunderstanding and how could you try to address it?** e.g. do you know what the words 'futilism' or 'dispiriting' mean? Can you guess what they might mean in the context of the text? Could you find out what those words mean and if you did, would it shed some more light on the part of the reading in which those words appear?
- 5 Are there any **critical insights you can bring to the passage**? What positive or negative assumptions has the writer adopted? (see also more about responding critically to texts later in this chapter).



Listening or reading that is guided by focused questions like the ones we have briefly outlined in Exercise 4.1 immediately helps you to develop greater ownership of material, a stronger sense of what it means and a sounder grasp of the essential messages, key points, relevant ideas and underlying assumptions that any particular reading contains.

Using prompts to guide your studies can really assist you in your efforts to structure and to understand material on your own terms, in your own way, and when you are listening to your tutors and lecturers or reading a chapter, journal article or research paper.

Key tip

Deciding in advance what your objectives are when you are listening to a tutor/lecturer or reading a piece of text can help to make your listening and your reading focused, effective and memorable.

The advantage of reading – compared to listening to a lecture or attending a tutorial – is that you can do it at your own pace. You get to decide how fast or how slow you want to work through the material. You can search through text in order to uncover particular answers, and you can pinpoint parts of the text that seem most important or most useful for your own purposes. You can revisit and refocus on various aspects of the reading as the main ideas or arguments become clearer to you.

Mnemonics

Mnemonics are simple memory aids for retaining basic lists of items, concepts or important sequences

If you like playing with words, and/or scored highly on Linguistic Intelligence (see Chapter 3), you may enjoy making up mnemonics to help you remember basic lists or key concepts. You use the first letter of each word you need to remember, to make a memorable phrase.

A well-known one to help remember the order of the planets, starting from closest to the sun to furthest (and including the now-relegated Pluto) is:

My Very Educated Mother Just Served Us Nine Pizzas

This stands for Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

**Key tip**

Remember there is a difference between **taking notes** and **making notes**.

Keep in mind that it is generally not useful to write down exactly what is contained in a text or to transcribe word for word what a tutor or lecturer says. This way of taking notes is a pretty passive activity and involves parroting what other people have written or said. A better strategy/orientation is to commit to 'making notes' – which is an active way of selecting, condensing, highlighting, structuring or paraphrasing the ideas and statements of other people.

Reading for clarity, precision, relevance and other important characteristics

Some material that you read while studying is going to be accessible and easy to understand. Other material is likely to be complex and intricate. Some of it is going to make sense to you, but it is likely that you will encounter material that seems, at least at first, impossible to understand. It is up to you to figure out whether something you read is valuable or not. As you become more experienced, this will be easier to do, but initially students often find it difficult to differentiate between readings that will really add value to their learning, and those that will not.

Try to identify certain characteristics associated with the way a particular piece has been written. It helps to have a sense of the features of different kinds of readings and texts. Not all texts are equally valuable and you should be prepared to evaluate the readings you have been given based on a range of criteria.

Here is a list of the characteristics of text (see also Paul 1990). You should try to evaluate the information you are reading and learning based on the following kinds of features: clarity, precision, specificity, accuracy, relevance, consistency, logic, depth, completeness, significance, balance and adequacy. To do this, you need to be clear yourself what those words mean. Generate your own definitions of these terms and characteristics in the spaces below:

Clear	Unclear
When an argument is clear it is	When an argument is unclear it is



Precise When language is precise it is	Imprecise When language is imprecise it is
Specific When conclusions are specific they	Vague When conclusions are vague they
Accurate When information is accurate it is	Inaccurate When information is inaccurate it is
Relevant When arguments or data are relevant they are	Irrelevant When arguments or data are irrelevant they are
Consistent When conclusions/findings/claims are consistent they are	Inconsistent When conclusions/findings/claims are inconsistent they are
Logical When assertions are logical they are	Illogical When assertions are illogical they are

**Key tip**

When making notes, look out for key signals and prompts.

Do not try to write everything down.

Make notes in order to

- **summarize,**
- **question,**
- **capture,**
- **prompt**
- **and highlight** key aspects of what you are taking in.

Remember that it is also useful sometimes to put down your pen and just listen.

Active note making remains an important skill in higher education. There is a lot of evidence suggesting that nowadays students make fewer notes, and are more likely to rely on web-based information and resources supplied by or recommended by their teachers as a substitute for note making (Moore and Murphy 2005). However, the benefits of note making are more wide-reaching than the pragmatic value associated with keeping a record. Good note making helps you to learn material in ways that might otherwise be more difficult.

Listening and the positive effects of body language

Carry out your own research experiment on the possible impact of student body language.

Observe the behaviour of most of the students in your class and try to trace any possible impact of student behaviour on your teacher's orientation. What key lessons does this suggest to you? Write down the conclusions of this study and the implications for your own behaviour and body language as a student.

- 1 Over a period of two weeks, note down some of the most noticeable features of students' body language in class (e.g. looking out of window, talking to other students during a demonstration, smiling, frowning, nodding). Is the body language largely positive or negative? What are your reasons for coming to a 'positive' or 'negative' evaluation of student body language?
- 2 Interpret this body language and try to infer from the body language what messages are being sent to the teacher.
- 3 Observe the skills and activities of the teacher and try to see if you can find any direct links between student behaviour and teacher effectiveness.
- 4 Based on these observations generate your own list of 'do's and don'ts' for student body language in class.



When you listen authentically and respectfully to other people, you automatically increase the likelihood that they will communicate effectively in your company. In a classic piece of research by Susan Klein (1971), it was shown that when students smile, look attentive, attempt to answer questions and appear engaged, then teachers respond more positively and helpfully. You can affect how good your teachers are. You can impact on their commitment and their willingness to help you learn. Good listening is an important starting point for having such an influence. Do not underestimate the power you have to give rise to positive responses from those around you.

The importance of the reading habit

Like many skills, your capacity to read becomes sharper and better the more you practise it. The more you read, and the more you engage with complicated texts of all kinds, the more likely it will be that you will find it easier to stay on top of your course material and to get through your reading lists. Reading for pleasure, reading novels and newspapers, reading for understanding and reading for practice will help you to become better at using texts to develop your learning. If you do not read a lot outside of your course of study, it may be difficult for you to keep up when course work and readings are being assigned. Getting into the habit of reading is an important thing to do as you work to become a more able and accomplished student.

Developing your reading habit

Here are some suggestions for developing and enhancing your reading habit:

- Join a **book club** (or set up your own).
- Read together with other people in **groups and see what different interpretations people often bring to the same reading**.
- **Distribute different reading tasks** in study groups and focus your group meetings **on discussing, exploring and summarizing** what each member has read.
- Become a **versatile reader – read many different types and forms** of text to sharpen and enhance your reading skills.
- Develop the habit of **reading every day**.

And remember: **practise reading to prompts**, e.g. what is the main point of this? If someone asked me to write a 200 word summary of this piece of text, what essential information would I include? How does this compare to other material I have read? What other things should I read now that I have read this?

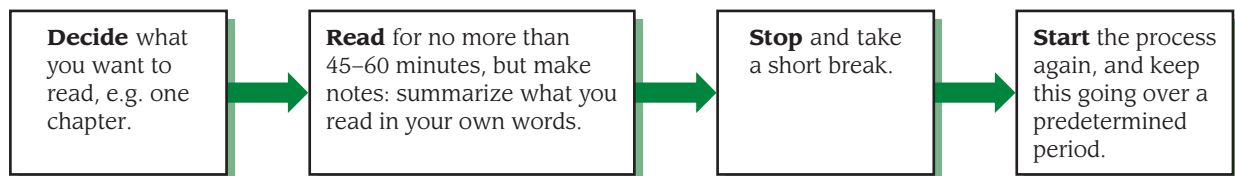


Generating your listening, reading, note-making and memorizing strategies by asking the right questions

The spoken word is very temporary and difficult to pin down, but there are all sorts of advantages of listening to an expert on a topic (see also Chapter 2) that make listening an important activity and something you can become more skilled in. Also, it is not just experts that you should listen to – listening to fellow students' interpretations and ideas can also develop and enhance your understanding. Pay attention to the speaker, try not to get distracted. Use any opportunity you have to clarify what the person is saying, and use clarification questions to make sure that you understand the most important aspects.

Reading more effectively

You may find it will be easier to avoid procrastination and distraction if you read for short, concentrated periods of time and make your reading as **active** as possible. You could try the approach described in the diagram.



Browne and Keeley (2007) suggest posing questions that can help you to read, listen and think in constructively critical ways. Use them as you are grappling with a chapter or a research paper or reading on your course.

What are the reasons for the conclusions?

There are a lot of possible reasons why certain people or groups come to certain conclusions about an issue – not all of these conclusions are necessarily valid. (Remember that tobacco companies used to tell everyone that smoking was safe – think about why they used to do that and how other information can be distorted for similar kinds of reasons.) There are other reasons why people draw false conclusions: if someone is lecturing to a group and they have already publicly stated a position on something, it is harder for them to back down, even when evidence is presented that undermines what they have said.



The point is that seemingly authoritative speakers and writers do not always get things right. Sometimes they draw the wrong conclusions by mistake. Other times they do it on purpose – presenting the wrong conclusions because it is in their interests to do so. You need to be aware that sometimes the truth can be obscured because of people's own blind spots or because of their motives. If you are going to bring yourself critically to the activities of reading or listening, always keep this in mind.

Which words or phrases are ambiguous?

Underline every word or phrase that you do not understand, and arm yourself with a dictionary and or a thesaurus or even better, a specialist dictionary that focuses on words and phrases within your discipline. (There are dictionaries of medicine, of economics, of sociology of history, of research methodology among many others, and they contain specialist vocabulary that can help you to navigate your way through material that in the early days of your studies may seem impossible to understand.) If you commit to 'translating' text or lectures that seem terribly obscure and difficult, you will very quickly learn to gain clarity and comfort with even the most awkward and complex texts. Academic disciplines do sometimes express their ideas in quite stylized and intricate ways. One of your first reading/listening tools will be to translate this into a language that you are comfortable with. Over time, you will get more and more used to understanding and tackling lots of different kinds of texts. Clarifying ambiguous words and phrases can be a real help from the very start of your time at college or university.

Digging deeper

Why should you believe your teachers and lecturers? Because they are more expert than you are? Because they have carried out research in the area that you are studying? Because they set the assessment and correct it? None of these are good reasons to accept things at face value. If you are going to become an active, effective learner, then it pays not to take anything for granted. When Michael Shermer (a leading American scientist) is asked by his students why they should believe him, he replies that they shouldn't! The point is that your journey at university should be about working on becoming an investigative, self-directed, empowered learner. You need to check things out for yourself or at least to ask as many questions as possible that will help you get to the bottom of any claim that is made inside or indeed outside of a classroom.

***More critical questions for digging deeper******How reliable is the source of the claim?***

You can check this question by finding out how much research a particular author has carried out on the subject they are discussing, what is known about their work, and how reliable their work is considered to be by independent commentators.

Have the claims been verified by another separate source?

Again, a review of research within a particular area should be able to tell you more about the nature of a particular claim about how much weight other investigators apply to the strength of the arguments made.

How does the claim fit with other knowledge about how the world works?

Compare someone's claim to what you already know or think about the way the world works. Sometimes your own common sense might make you doubt a particular claim. Perhaps your common sense is wrong, but it may also be that the claim is – consider and explore and try to verify the claims in a number of ways before accepting or rejecting them.

Has anyone gone out of their way to **disprove the claim**, or has only supportive evidence been sought?

Some truisms become so embedded in the way people think that few ever seek to question or challenge those so-called truths. Keep in mind that there was a time when everyone assumed that the world was flat. There was a time when people didn't think smoking was bad for your health. There was a time when doctors didn't think there was any need to wash their hands before or after attending to a patient. It's only when people dedicate themselves to disproving assumptions, that those assumptions get put to the test. Putting assumptions to the test is a good way of staying on top of your learning in a way that is critical, intelligent and engaged. It's a good habit to get into when you're learning and studying at university.

Is there other evidence out there that points to a different conclusion or counterclaim?

Search for other evidence; talk to people about the claims or conclusions you are learning about. See if there are perspectives, insights, ideas and evidence out there to point to or at least to suggest other alternatives. Doing this will make your learning of your subject more robust and ultimately more motivating.

(Adapted from Shermer 1997)



Chapter summary: Key learning points

Education is not the filling of a bucket but the lighting of a fire.

(W.B. Yeats)

- Don't just commit to covering the material on your programme of study.
- Ask questions and interrogate texts and tutors.
- Practise critical reading.
- Explore the logic (or otherwise) of what you are being asked to learn.
- Relate what you are learning to other things that you have learned.
- Test what you have learned in other contexts or by gathering more evidence and perspectives.
- Apply the principles of active reading and critical thinking to the note making techniques you saw in Chapter 3.

Suggested further reading

Hughes, W. and Lavery, J. (2008) *Critical Thinking: An Introduction to the Basic Skills*, 5th edn. Peterborough, Ont.: Broadview Press.

8

The Time of your Life: Managing time and living life as a student

Chapter Contents

Introduction	132	Taking a long-term view	142
Time management questionnaire	133	Organizing and prioritizing tasks	142
Scoring the questionnaire	134	Making a daily schedule of tasks	144
Time management issues	135	Daily list	145
Planning	135	Procrastination and distraction	145
Procrastination	136	Getting started	147
Not all procrastination is a bad thing	138	Avoiding distractions	147
Perfectionism	138	The flawed perfectionist	147
Getting control	140	Saying 'No'	148
The 4-D Approach	141	Four more tips for managing time	148
Planning: getting started	142	Suggested further reading	152

Chapter Overview

- Finding out more about your own orientation to managing time
- Recognizing time-related issues that can be problematic for students
- Planning, prioritizing, scheduling and delivering
- Developing some practical time management techniques

Introduction

Managing time is one of the biggest challenges students face. For younger students, a degree course may be the first time they have lived away from home and away from the support given by other people, particularly parents. They now have to juggle not only the demands of course work but also all other aspects of life, including laundry, cooking and part-time employment. For mature students, their studies may have to be managed alongside the responsibilities of running a home, being a parent, carer and employee; it is not easy.



Time management is a bit like dieting or exercise; you know you *should* be doing it, but put off starting, or soon give up. With time management, the half-hearted know they **should** have a plan, and that they **should** stick to it. But without strong motivation to succeed, they find it difficult to stick to any plan for too long.

So although this chapter will contain predictable stuff about time planning, it will also ask you to think about your attitudes to time, as attitudes can drive behaviour.

Time management questionnaire

How well do you manage time? Try this **time management questionnaire**. Tick the response closest to your answer as follows: 0 for 'never', 1 for 'sometimes' and 2 for 'always'.

I prioritize the things that need to be done.	0	1	2
I usually finish what I set out to do in any day.	0	1	2
In the past I have always got academic work done on time.	0	1	2
I feel I make the best use of my time.	0	1	2
I can tackle difficult or unpleasant tasks without using delaying tactics and wasting time.	0	1	2
I force myself to make time for planning.	0	1	2
I am spending enough time planning.	0	1	2
I prepare a daily or weekly list of tasks to be accomplished.	0	1	2
I prioritize my list in order of importance, not urgency (importance is what you want to do; urgent is what you have to do).	0	1	2
I am able to meet deadlines with time to spare.	0	1	2
I can usually keep up-to-date with my reading and course assignments.	0	1	2
I prevent interruptions from distracting me from high priority tasks.	0	1	2
I avoid spending too much time on things that divert me from what I should be doing.	0	1	2
I feel I spend enough time on course work.	0	1	2



I plan time for relaxation in my weekly schedule.	0	1	2
I have a weekly schedule on which I record fixed commitments, such as lectures and tutorials.	0	1	2
I try to do the most important tasks during my peak energy periods of the day.	0	1	2
I make use of travel time to read course work.	0	1	2
I regularly reassess my activities in relation to my goals.	0	1	2
I have made a point of stopping activities that are wasting time.	0	1	2
I judge myself by the completion of tasks, rather than by the amount of activity spent on them.	0	1	2
I decide what needs to be done and am not controlled by events or what other people want me to do.	0	1	2
I have a clear idea of what I want to accomplish during the coming semester.	0	1	2
I am satisfied with the way I use my time.	0	1	2
I usually turn up on time for appointments and other commitments.	0	1	2

Your total score

Scoring the questionnaire

47–50 points: You appear to be an excellent time manager. You may, however, be interested to read the remainder of this chapter to compare your own strategies with those suggested by the authors.

38–46 points: Generally you are a good time manager, but you may find the remainder of this chapter of interest to you as it will help you to review how you currently plan your time.

30–37 points: You are managing your time fairly well, but sometimes feel overwhelmed. We suggest that you read the rest of this chapter, as there will be tips in it you may find helpful.

25–36 points: Your degree course is likely to be stressful and less than satisfying unless you take steps to manage your time more effectively. We suggest, therefore, that you read the rest of this chapter and attend any time management workshops organized by your institution.

0–24 points: We suggest you read the rest of this chapter and attend any time management workshops organized by your institution. You might also want to talk to a learning support adviser at your institution about developing a personal time management action plan.



Time management issues

There are **three big time management issues for students**: planning, procrastination and perfectionism (see Figure 8.1). We discuss each issue in turn.

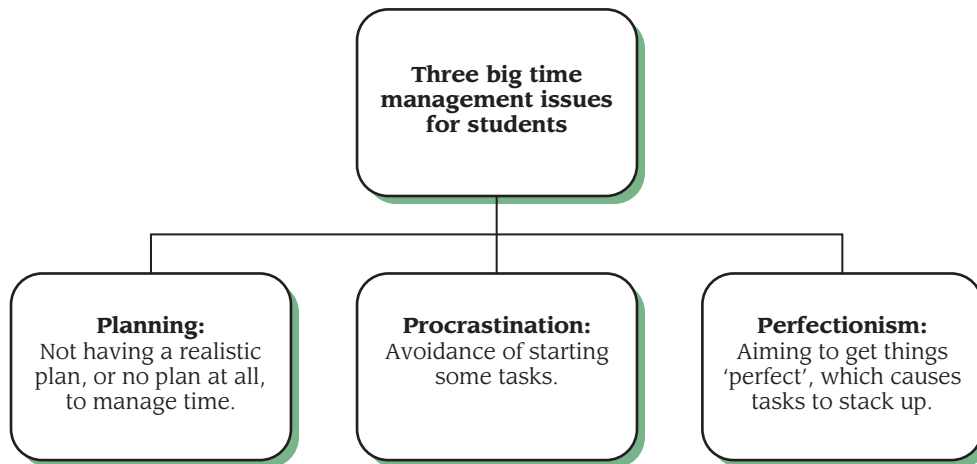


Figure 8.1 Three time management issues

Planning

Most time management problems are caused by students having no clear plans, or having plans that are vague and unrealistic. This can result in students falling behind with reading or writing tasks.

Exercise 8.1: Planning problems

Planning related difficulties can happen for one or more of the following reasons. Tick either 'Yes' or 'No' for those that apply to you.

Problem	Yes	No
1 I have not had much or any experience of managing time independently in the past.		
2 I have difficulty in motivating myself to go to the trouble of producing realistic plans.		
3 I do not have much sense of the time it takes to accomplish tasks.		



4	I come from a family or community that is relaxed about time, which may be in conflict with the time norms of the institution.		
5	I am studying in a second language and think this slows my progress on tasks, particularly reading.		
6	I have difficulties balancing paid employment with my study responsibilities.		
7	Additional responsibilities: I have a family or other carer responsibilities that can create planning dilemmas. I may have planned ahead for the week, but a domestic crisis can overturn the best of intentions and carefully crafted plans.		

Exercise 8.2: Resolving two planning problems

Now complete this grid: write in the spaces below in response to the tasks set.

With regards to planning, the two things I would like to change the most are:	My own thoughts, at this stage, on how I might begin to change are:
1	
2	

There is more discussion on planning later in the chapter.

Procrastination

Procrastination is the avoidance of starting a task. For some, it can become a habitual way of responding to some, many, or most tasks.



Exercise 8.3: Procrastination problems

Procrastination related difficulties can result from one or more of the following. Tick either 'Yes' or 'No' for those that apply to you.

Problem	Yes	No
1 Other students around me are doing or saying things that appear to be more interesting.		
2 I struggle to make sense of a subject(s) I find difficult, not engaging, or irrelevant.		
3 I am anxious about what is expected of me by tutors.		
4 I worry about failure:		
5 My response to tasks can be affected by feelings ranging from depression to 'just not being in the mood'.		
6 I am inclined to rebel against the dictates of others, which makes me reluctant to start tasks not initiated by myself.		
7 I can feel overwhelmed or 'frozen' by all the tasks I face.		
8 I can experience boredom, or an aversion to some of the subjects I have to study.		
9 I am impulsive and easily swayed from one task to another.		
10 I underestimate the time needed to complete tasks.		
11 I enjoy working under pressure.		
12 I do not like to be still or seated for too long.		
13 I have got into a habit of avoiding unpleasant tasks.		
14 I don't like having my life dictated by the demands of others.		



Not all procrastination is a bad thing

There are some situations when procrastination can be a positive response to situations:

- When the outcome of an action is uncertain and potentially dangerous.
- When unfair demands are being made of my time.
- When a breathing space is needed to avoid flaring up in anger against someone.
- When a hasty reaction might have a prejudicial impact on me or others.

Some students argue, too, that they procrastinate strategically to spur themselves to produce creative work. But you need to be honest – do you **really** produce good work under pressure? Or is this just a rationalization of your behaviour? If you make this claim, can you prove it by comparing work written under pressurized and unpressurized time conditions?

Exercise 8.4: Resolving two procrastination problems

Now complete this grid: write in the spaces below in response to the tasks set.

With regards to procrastination, the two things I would like to change the most are:	My own thoughts, at this stage, on how I might begin to change are:
1	
2	

There is more discussion on procrastination later in the chapter.

Perfectionism

Most people want to do a good job and be rewarded by others for their efforts. This is healthy. But flawed perfectionism is about a compulsive and unremitting drive towards an impossible goal, and about measuring one's own worth exclusively in terms of what you have accomplished.



Exercise 8.5: Perfectionism problems

Perfectionism related difficulties can result from one or more of the following. Tick either 'Yes' or 'No' for those that apply to you.

Problem	Yes	No
1 I want to live up to other people's standards.		
2 I want to live up to an unflawed image I have of myself.		
3 I am driven largely by work related goals and find it difficult to relax away from work tasks.		
4 I have built up a reputation as someone always hard-working and capable; I don't want to do things that risk damaging this self-image.		
5 I have a real fear of being seen by others to make mistakes.		
6 I hate criticism and will strive unremittingly to avoid it.		

Exercise 8.6: Resolving two perfectionism problems

Now complete this grid: write in the spaces below in response to the tasks set.

With regards to perfectionism, the two things I would like to change the most are:	My own thoughts, at this stage, on how I might begin to change are:
1	
2	

There is more discussion on perfectionism later in the chapter.



Getting control

Gaining a sense of what time you have at your disposal is a starting point for gaining more control of your life. For **procrastinators**, or students with **planning** issues to resolve, a sense of what time they actually have available can motivate them to begin to manage it better. **Perfectionists** may realize too that there has to be a physical limit to the time spent on any one task.

The big issue for students who have difficulty with planning is about how they can best use the time they have within their own control, i.e. free time, for independent study purposes. They know when they have to go to lectures and tutorials – that is not the problem; the issue for them is about making effective use of other time, so that course work and revision is done in good time.

Exercise 8.7: Where does the time go?

Do you know how much time you have each week for independent work? Try this exercise. There are 168 hours in a week. Start by calculating the estimated time you spend on the following activities.

Activity	Calculation	Subtotal
Number of hours sleeping each night.	$\times 7 =$	
Number of hours per day grooming (washing; grooming; dressing).	$\times 7 =$	
Number of hours for meals/snacks per day, including preparation time.	$\times 7 =$	
Total travel time (weekdays).	$\times 5 =$	
Total travel time (weekends).	$\times 2 =$	
Number of hours of paid employment per week.		
Estimated number of hours in scheduled lectures and tutorials per week.		
Number of hours on average per week on leisure activity.		
Other things you have to do, e.g. chores, domestic, family responsibilities, voluntary work, etc.		



Subtotals =

Plus 7 hours extra for leeway: **+ 7 =**

Grand total =

As stated earlier, there are 168 hours in any week. Deduct the total committed hours from 168 to give you an approximate idea how much free time you have left for independent study and course work.

Deduct total hours = from 168 = free time.

The 4-D Approach

If you are a student with significant commitments and responsibilities outside of your course, you may not have been surprised to see how little time you have for independent study. If you are in this situation you may have to adopt a 4-D approach to managing your time:

- 1 De-commitment:** identifying things that do not really need doing, and abandoning these.
- 2 Deferment:** putting things off until after exams or assignments have been completed.
- 3 Downgrading:** doing things to a less perfect standard.
- 4 Delegation:** negotiating with others to do things that you previously felt to be your responsibility.

Exercise 8.8: Using the 4-D approach in your own life

Think about how you might do that. Write in the spaces below how you might apply the 4-D model to your own life.

De-commitment	Deferment
<div></div>	<div></div>



Downgrading	Delegation

Planning: getting started

Some commentators advise that you should keep a record of how you employ your time over a day or a week, so you can see how well (or not) you have used it. Although this is sound advice and can highlight interesting areas for improvement, few people (outside of time management classes) have the patience to do this! The most effective and sustainable time management systems are those that are the simplest and make the task of managing your time as easy as possible.

There are three elements to scheduling and prioritizing time:

- Taking a long-term view.
- Organizing and prioritizing tasks.
- Making a daily schedule of tasks.

Taking a long-term view

At the start of any semester begin by recording in a diary or time sheet the dates of important events, e.g. exams and assignment submission dates. Blank calendars can be downloaded free from the Internet. You need to review these on a weekly basis, as what seemed like a long time into the future when you recorded it, now may be imminent.

Organizing and prioritizing tasks

Above all, prioritizing is the key to the effective management of time. It involves reviewing your tasks for a particular short-term period and prioritizing all the tasks you need to



accomplish in that time period. These can be grouped into three categories: 'Priority', 'Important' and 'Pending'. You can divide a large sheet of paper into three columns using these categories as headings (see the example that follows).

You can use self-adhesive stickers to list and rank the items in the columns.

You start by reviewing all your tasks in the time period and label one task per sticker. These can then be distributed across the three columns of the poster.

Priority	Important	Pending



The priority column tasks are those that you need to do first and you would rank these, with the most urgent task at the top. The important column contains tasks that need to be completed soon, but the Priority tasks are the ones you will work on first. The Important tasks need some time allocating to them on a regular basis, but the Priority tasks will need a more sustained time commitment from you.

Making a daily schedule of tasks

You can allocate tasks on a weekly and daily basis using the type of calendar or daily 'to do' list shown.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6.00							
7.00							
8.00							
9.00							
10.00							
11.00							
12.00							
13.00							
14.00							
15.00							
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							
23.00							
24.00							



Daily list

Once you have a time plan over a block period, you can then look at a daily plan. A simple daily organizer is all that is needed. You can gain a real sense of satisfaction from crossing out tasks which have been completed.

<i>To Do Today</i>
<i>Read the chapter on Maslow</i>
<i>Practise using EndNote</i>
<i>Make a start on the Introduction to assignment 3.</i>
<i>Meet Zak in 'Seasons' at 4.00pm</i>

However, the number of daily tasks scheduled should be **manageable** for any one day, and should be based on a realistic assessment of your time availability, otherwise you will get stressed. Be fair to yourself – don't give yourself more daily tasks than you can realistically manage.

Procrastination and distraction

As suggested earlier in this chapter, procrastination is about putting off or avoiding a task that you know needs to be done. A study by O'Brien (2002) suggested that over one-third of students feel that procrastination is a significant problem for them. In another study, Taraban et al. (1999) found that many students tended to concentrate their work close to academic deadlines and failed to make use of learning support services and resources earlier in the semester.

Burka and Yuen (1983) suggested that procrastination occurs because it is often a means of distancing oneself from stressful activities; the most difficult tasks are often put to one side mentally until the last possible moment. However, they argued that recognizing, understanding and dealing with why some tasks can seem more stressful than others assists in reducing procrastination.

Allowing yourself to become distracted is a part of the procrastination cause and effect jigsaw. Sometimes you need distractions after a sustained period of study; it is your mind's way of saying 'I've had enough for one day, switch me off!' However, if distractions are deflecting you from **starting** work, or your mind continually wanders from your reading, then you need to think why this is happening.



Exercise 8.9: Personal examples of procrastination and distraction

If you have a **problem getting started**, what are the things you do, or say to yourself, to put off the dreaded moment? Write in the space that follows.



Once you have started, what things easily distract you from a task? Write in the space below. Perhaps you could think of a recent example and say how you were distracted, and why.





Getting started

Difficulties in getting started on work are often more connected to your immediate feelings about the task itself, who tells you to do it, and how they tell you, rather than the actual difficulty of the work involved. If you have problems getting started with course work, try one or both of the following strategies to get started.

If you are not attracted to a particular task and are tempted to procrastinate, try this idea: give yourself just **15 minutes** to tackle one relatively easy task. At the end of this time, see how you feel. The chances are you will have gained momentum from the short study period and you will want to continue. Motivation can come **from** action; it does not always have to precede it!

Avoiding distractions

You could try one or more of these ideas for avoiding distraction:

- **Set yourself a short time limit for reading:** 40–45 minutes tends to be the maximum time most people can read before their concentration slips. At the end of the set time, stop and take a break. The relatively short time you set yourself for reading at any one stretch will help to concentrate your mind on the reading.
- **Combine short bursts of reading with active reading:** making notes of the points in any text will help keep your mind from wandering.
- **Make connections:** distraction problems can occur when the subject studied appears totally removed from reality and practical application. So, to overcome this, as you read keep asking yourself, 'How does this relate to real life?' Try to connect the subject to the world about you and your everyday life.
- **Be selective in your reading:** if you find a particular set book hard to follow, try another that offers you a simpler or clearer explanation of the same subject.
- **Walk away from distractions:** if other students are distracting you, go to a place where others are concentrating and working. When others are working quietly, it's often easier for you to do the same.
- **Reward:** give yourself a reward of some sort for completion of a set task.
- **Do not disturb:** signal to others you do not want to be disturbed – put a sign on your door to that effect.

The flawed perfectionist

Doing your best is about working as hard and as well as you can in the time available; this is a healthy form of perfectionism. Sometimes your talents and interest in the task will lead to exceptional results; other times the results are less spectacular.



The flawed perfectionist will, however, beat themselves up emotionally for achieving less than perfect results. A less than perfect grade will cause them to fixate on a task and spend more time on it than is reasonable or necessary, while remaining oblivious to their own need to rest and keep their life in perspective. One student comment summarizes this paradox:

I've written and rewritten this essay, maybe five times, and I still don't feel I can hand it in. The problem is that it has taken over my life. I've cut some lectures, left an important assignment for next week, which I know will cause even more problems, and I am spending all my time just endlessly trying to improve this essay. It's crazy because I know it's probably good enough, but I can't help it . . . I so want it to be absolutely right.

(Dundee Counselling Service 2003)

The irony is, of course, that this fixation on a single assignment leads to time management going completely haywire and the flawed perfectionist is left to cope with a personal timetable now out of control, as other tasks stack up.

The flawed perfectionist believes that only the best grades will give them peace and satisfaction. But it does not happen. Living life this way will deny them peace of mind – because demanding 'perfection' from self or others usually results in long-term failure. What seems a perfect result at first rapidly becomes only 'very good' in their minds as they strive for something better, then better than better, and better still. Nothing is ever good enough.

Being this type of perfectionist may also hinder their future chances of success in their professional lives, because they can become anxious 'jobsworth' types, worried about taking any new or creative actions that might produce an imperfect result, or draw criticism to them. The flawed perfectionist, if they get into a position of authority, can also make unreasonable demands on others, which can lead them into conflict with subordinates.

Saying 'No'

Tackling flawed perfectionism begins by saying 'No' to making unreasonably high demands of yourself or others; demands that produce only failure and frustration. It also means saying 'Goodbye' to the unreasonable expectations of others. A new, healthier way of thinking requires you to choose goals that are easier to achieve within reasonable time limits, and to stop fixating on your faults and flaws.

Four more tips for managing time

- A chaotic working area can add to your feelings that your life is out of control. If your working area is in a mess, this will slow your progress. You have to hunt around for what you need, wasting time in the process.
- Concentrate on one thing at a time: forget the other things you have to do and just focus on one task at a time.



- Always finish what you start – this gives you a sense of completion and accomplishment. But don't start more than you can finish in one session.
- When you are quite busy – but not very busy – you can produce effective work. The pressure of being 'busy' concentrates the mind on the task, but without the stress that can come from feeling 'overwhelmed' and working against the clock. The art of good time management is trying to arrive at the 'busy' state of mind.

Exercise 8.10: What would you say?

Here are four time management scenarios. Think about each and what advice you would give the student concerned. Our comments can be found at the end of this exercise.

Zak

Zak keeps missing deadlines for assignments. He tends to underestimate the length of time it takes to complete the different stages of writing essays and reports. What could Zak do about this? Write your comments in the space below.

**Lieu**

Lieu often delays starting an assignment because she worries about her writing ability, which leads to fear of getting started. Consequently, she does not leave enough time to redraft and proof-read work, so her



writing is full of unnecessary errors. Lieu is afraid of failing, but her fear is leading to the thing that worries her most. What could Lieu do about this? Write your comments in the space below.



Bob

Bob has a tendency to build a task up in his mind into something bigger than it really is and beyond what is expected of him by his tutors. He becomes convinced he cannot deliver what he thinks is expected of him by the university in the time available. This reduces his confidence, increases his anxiety and, like Lieu, leads to procrastination in starting assignments. What could Bob do about this? Write your comments in the space below.



*Jayne*

Jayne finds it difficult to prioritize her time. She tends to get overwhelmed with all the things she feels is required of her. This includes course work, plus the chores she feels she has to do in her household. What could Jayne do about this?

**Comments on Exercise 8.10: What would you say?***Zak*

Zak appears to have a poor sense of the time it takes to complete tasks. He could start to time himself with all the individual stages of writing an assignment, so he has a better sense of how long it takes him overall to complete the task, and which stages are the most time consuming. Once he has done this he is in a better position to plan for future assignments, for example by allocating and sticking to realistic time slots for each stage.

Lieu

A written assignment does not have to begin when Lieu makes time to sit down and write it. She could begin to note her ideas as soon as they occur to her. Lieu should not worry about organizing her ideas into a readable form at this stage. The important thing is to gain confidence by just getting ideas down on paper or on screen. The more practice she gets at doing this the better. She could also set herself more than one day for writing her assignment and not attempt to try to start and finish it in one session. She could, for example, write the first draft quickly, roughly, and without worrying about spelling, punctuation or grammar at this stage. Lieu can then put the work to one side and come back to it later to improve it gradually. She could also find a 'study buddy' to work with – someone who will give her constructive feedback, and vice versa. There may also be workshops at her institution that Lieu could attend to help her develop her writing ability. She could also read chapters six and seven of this book for more ideas about writing well and with confidence.



Bob

Bob is in danger of falling into the trap of flawed perfectionism (see earlier in this chapter). He needs to aim at doing his best in a conscientious way. If he makes mistakes, so what? He also needs to 'deconstruct' the assignment by re-phrasing the task into simple, manageable terms. With assignment questions, for example, he could try writing a mini-essay (50 words) that summarizes the main point he wants to make, or try explaining to another person his viewpoint on the subject. When you do this you reduce seemingly difficult tasks into something within your grasp. Even complex concepts have a **core or key point**. Get to the core, understand the core, and you start to **control** the written task. Bob could also break the assignment task down into manageable subtasks. Often it is the apparent magnitude of the task, combined with 'perfectionism' tendencies, which lead to procrastination. Dividing tasks up into bite-sized chunks can be the way out of this emotional impasse.

Jayne

Jayne needs to start by looking at the issue of the chores she feels she has to do at home. Are other people supporting her enough with her studies? If not, why not? Because of her changed circumstances she needs to negotiate with others about who does what in the house. Jayne could also prioritize her course work. For example, she could make a list of the things she has to do in the short and longer terms. As stated earlier in this chapter, there is something very satisfying about having a list of things to do – and ticking these off when you complete them. You start to feel more in control. However, she needs to avoid starting the day with an unrealistically long list of things to do, as this can lead to frustration if any tasks are outstanding at the end of the day.

Chapter summary: Key learning points

- Remember that there are lots of practical things you can do to manage your time effectively – try out some of the techniques and keep a note of the specific actions that help or hinder your efforts.
- Acknowledge that time is always going to be scarce, so getting used to working to a structured schedule really helps.
- Remember that no matter how good your time management plan is, it is the simple orientations like staying motivated and avoiding distractions that really make the difference.
- Recognize that building in contingencies to deal with unexpected glitches to your planned schedule is always a good idea too.

Suggested further reading

- Croft, C. (1996) *Time Management*. London: Thompson Business Press.
- Forsyth, P. (2003) *Successful Time Management*. London: Kogan Page.
- Haynes, M.E. (2000) *Make Every Minute Count*. London: Kogan Page.
- Levin, P. (2007) *Skilful Time Management*. Maidenhead: Open University Press.
- Neenan, M. and Dryden, W. (2002) *Life Coaching: A Cognitive-Behavioural Approach*. Hove: Brunner-Routledge.

Learning with Others: Working and learning in groups

Chapter Contents

Introduction	153	Good questions for groups to ask themselves	156
Benefits of working in groups	154	A simple project plan	157
Learning to work together: understanding the phases of group development	154	Leadership and group work	157
Different people, different roles	155	Suggested further reading	158

Chapter Overview

- **Analysing your approach to operating in groups**
- **Exploring behavioural balances and consequences in groups**
- **Understanding project management skills and group work**
- **Developing a group project plan**
- **Learning about group leadership**

Introduction

Studying and learning at college or university can sometimes feel like an isolated, individual, lonely process. But learning is deeply social. From the very beginning of our lives, we learn better by interacting with other people, at least some of the time. This chapter will focus on some of the important things that are worth considering when you are learning, working or studying in groups. Group work can be really good fun, and very motivating, but it can also pose a few challenges.

As well as helping you to learn new knowledge about your subjects, group projects also provide good opportunities for you to develop a range of other skills: communication, negotiation, listening, persuasion, cooperation, leadership and conflict management can all be put to the test when you're trying to achieve something as a member of a group (Biggs 2003: 187).

Working as part of a group can feel more complicated and difficult than working on your own. But there are also lots of reasons why it is worthwhile and in any case, you will probably find



that you will be required to work in teams or groups for at least some portion of your time at college – so it is useful to consider some advice about how best to orientate yourself towards working effectively, productively and happily in groups.

Benefits of working in groups

There are three main benefits of working in groups:

- Working in groups can **sharpen your critical and creative thinking skills**, can help you to **become a more versatile communicator** and **can enhance your knowledge** in a range of different ways.
- In group work you can **draw on each group member's knowledge and perspectives**, which can frequently provide you with a clearer understanding of what you are studying.
- Groups are great for keeping you **motivated and on target** to complete the task at hand as it is harder to procrastinate when working with others.

Learning to work together: understanding the phases of group development

One of the most useful things to keep in mind when you have been assigned a group task is that any newly formed-group of individuals takes a while to learn how to work well together. That can be frustrating if you are someone who is very task focused. Have patience, particularly at the beginning. You need to create time and space for you to get to know each other a bit, to learn about the skills and ideas that each person is bringing to the table and to find a way of getting the work done that everyone is prepared to sign up to. All of this takes time. There is a well-known theory of group work developed by Tuckman (1965), who says that it is useful to think about four different stages of group development: forming, storming, norming and performing.

- **Forming:** group members get to know each other, break the ice, become familiar with everyone's different perspectives and ideas.
- **Storming:** group members brainstorm, discuss, share and sometimes clash about what the best way forward is, who should take a leadership role and how particular jobs should be done.
- **Norming:** groups settle into a pattern of activity and develop habits and routines that allow them to become efficient and speedier in the completion of tasks.
- **Performing:** groups sharpen and develop their teamworking skills in the interests of achieving group objectives and delivering their assignment effectively.

Your group project is likely to benefit if you keep in mind that there are phases of group development and that you are not going to be able to pull the whole thing together very well unless you spend time getting to know each other, discussing different perspectives, getting into a rhythm of collaboration and learning how to develop your ideas and your skills in cooperation with one another.



If you pace your group work to reflect its gradual development, then it is likely that you will achieve better results in the end.

Different people, different roles

There is no point in everyone being good at the same thing. Give yourself the chance to explore what each other's preferences are and what role everyone would prefer to play when you are involved in a group task.

Belbin (1981) studied how management teams interacted and proposed various team role types, listed in Table 9.1.

Table 9.1 Belbin team role types		
Overall	Belbin roles	Description
Action focus	Implementer	Implementers are people who may be less likely to come up with ideas by themselves but are very good at finding practical ways of making other people's ideas work
	Shaper	Shapers are very energetic, sometimes challenging and bring momentum and action to the group to help get things done and to keep people focused on the task
	Completer/finisher	The completer/finisher is reliable and good at looking at detail to make sure everything is complete and comprehensive
Thinking focus	Plant	The 'plant' is great at coming up with good ideas or creative solutions to difficult problems – less focused on details and more motivated when thinking about challenges or problems that the group faces
	Monitor/evaluator	The monitor/evaluator can see the big picture and is accurate in their ability to see how the group is progressing, what is working and what might need to be changed
	Specialist	The specialist brings expertise in a particular area to bear on the work of the group
People focus	Coordinator	The coordinator helps to keep the group together and helps each individual to focus on their contribution to the group while also helping to keep activities linked
	Team worker	The team worker is caring and considerate and at their best when everyone is working well together. The team worker is good at building morale and making group members feel good about themselves and their contributions
	Resource/investigator	The resource investigator is good at spotting opportunities for novelty and innovation. Also great at networking and bringing in new ideas from outside the group



Belbin's (1981) team role types have been developed as a result of years of studying people's behaviour in teams. Not all teams contain all these personal orientations, but it is suggested that if there is a good balance of different roles in a team, then it increases the chances of the team performing well. To find out more about team roles and to discover what your own team orientation is likely to be, check out the Belbin website at www.belbin.com/

Good questions for groups to ask themselves

It is useful to meet regularly, and at the earliest opportunity to discuss and agree the following kinds of issues:

- How often should we meet?
- Can we agree a meeting schedule?
- How will we stay in touch between meetings (email, text, internet site etc.)?
- What are the things we need to do to be ready to submit our group assignment on time?
- How much work or time is each of us prepared to do to get this done and what other competing activities do we have to grapple with?
- Do we need any help from outside the group?
- Where do we need to go to find help?
- Are there any particular skills/resources/ideas in the group that could really help us in the achievement of our goals?
- Should someone be selected as the leader or coordinator of the group?
- If so, how should that person be chosen?

You can use this list of questions as a guide to getting your group up and running. It is also useful to revisit these questions as you make progress together. See also some more detailed ideas about group presentations in Chapter 10.



A simple project plan

Teams can benefit from a more structured project plan with clear timelines for different activities and tasks. A simple project plan specifying important activities can help to clarify for everyone what needs to be done, by when, and how the work should be prioritized and paced. A sample project plan is shown in the illustration.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Receive group assignment and meet with group members	←						
Agree project plan and assign tasks							
Complete individual tasks			←				
Bring individual tasks together and collaborate to create group output							
Review and revise				←			
Finalize and edit/perfect							
Deliver							

Leadership and group work

Even for a relatively small group task it usually helps if one person within the group is happy to take on a particular leadership role. For practical reasons, it is useful to know who is going to call meetings, give updates and brief everyone about progress, but also, a good leader can do a lot to create a unity of purpose and to inspire, develop and maintain the momentum of the group in a way that can make a huge difference in the group's ability to work together. Some people naturally tend towards leadership roles. Remember that if you find yourself being the self-appointed or elected group leader, then it is also important to negotiate the responsibilities that other people will deliver. Being a leader is hard work, and one of the important things you will need to do in that role is to make sure that everyone else is pulling their weight too.



Chapter summary: Key learning points

- Recognize that working in groups can be motivating and fun, but it takes **communication, energy and time**.
- Remember that groups usually take a while to learn to work together – **so being aware of the different phases of group development** is useful when you have been given a group assignment, project or task.
- Be aware that different people are good at different things: it pays to recognize and facilitate **different roles** that group members will play.
- Agree **ground rules** at the beginning to save time and get people focused as well as **creating shared values** that will stand to the group throughout its existence.
- Have **structured project plans** as useful tools for keeping people on track.
- Ensure someone is prepared to play **an appropriate leadership role** from the start.

Suggested further reading

Payne, E. and Whittaker, L. (2006) *Developing Essential Study Skills*, 2nd edn. Harlow: FT Prentice Hall.

Presenting in Front of a Crowd: Learning to present your work in public

Chapter Contents

Introduction	160	Take control of the ending	165
Finding out about the purposes and criteria associated with your assigned presentations	160	Common presentation pitfalls and mistakes	166
Gathering resources for your presentation	162	Flying through the content at top speed	166
A note on your personal style and nerves	163	Not having an introduction or a conclusion	166
Designing and structuring your presentation	163	Not providing time for questions and answers	166
Some principles of good presentations	164	Reading from a prepared text	167
Avoid hiding behind too much material: talk directly and simply to your audience	164	Being overreliant on PowerPoint	167
Keep your presentation brief and clear, and provide backup for more complex ideas	164	Being afraid to go into too much detail	167
Know what you want the audience to remember: give them something that they can take away that helps to summarize and pinpoint your main ideas and arguments	164	Worrying too much about ambiguous signals from your audience	167
Practise and time your presentation	165	Other useful resources for presenters	168
Be creative about visuals and the presentation of ideas	165	Stories	168
Remember to pause and slow down, but do not lose momentum	165	Pictures	168
Use interactive techniques	165	Puzzles	169
		Examples	169
		Role plays	169
		Group presentations	169
		Checklist for group presentations	170
		Suggested further reading	170

Chapter Overview

- Finding out about the aims and purposes of making presentations
- Gathering resources for your presentation
- Using presentations to build skills and to learn
- Developing your repertoire of presentation competencies
- Understanding the principles of good presentations and some tips for presenting in groups



Introduction

Many people find public speaking utterly terrifying. Students often say that it takes a huge amount of courage just to ask a question or to try to answer one in class. So having to deliver an entire presentation on any topic, having to continue to make sense and to sound knowledgeable and in control even for a relatively short amount of time can sometimes feel like an almost impossible task.

There is something about presenting your voice, your ideas, your knowledge or your perspectives to a public audience that can make you feel vulnerable and exposed. If you feel any nerves at the prospect of delivering a presentation in public as part of your programme of study, then you are in good company. Many of the sharpest, cleverest, funniest people in the world often experience the same kinds of fear.

Even if you do not find the prospect particularly terrifying, it is widely recognized that making presentations to small or large audiences is rarely an unchallenging or unproblematic task.

This chapter will help you to put some of the concerns you may have in their place. It will encourage you to think about the things that you need to do in order to ensure that your presentation is as good as it possibly can be, and that you mobilize all your skills to deliver it with confidence.

Finding out about the purposes and criteria associated with your assigned presentations

Research has shown that students and their tutors often have different perceptions about the purposes of presentations (e.g. Haber and Lingard 2001) and that if these differences persist, problems with the final grade and the performance itself can emerge. One of the most important things you can do as you prepare to do a presentation is to ensure that you talk to your tutors and lecturers about what they want your presentation to contain and what they want it to achieve. Lecturers can sometimes assign tasks like this without being particularly clear themselves about what it is that they want to see. Or even if they are clear themselves, they might not realize how important it is to explain that to you.

It is very useful to have a series of questions that you can pose, even before you start preparing for any presentation that you are asked to deliver. It will make the subsequent job a lot easier, and it will probably result in a better final outcome for you.

Getting the answers to these questions can help you to avoid wasting time or getting fixated on issues that may not be that important, and can help you focus quickly on the things that you really need to concentrate on. In addition, getting the answers to these questions early on not only helps you to become clearer about the nature of your presentation task, but also helps to clarify its purpose for your lecturers/tutors as well.



Exercise 10.1: Questions to ask your tutors when they assign a presentation task to you



What particular skills do you want us to develop?



What other things should we learn as part of this task?



Do you have a marking scheme for presentations? What are the criteria you associate with a good, high-quality presentation?



Are there any aspects of the topic that you think it's particularly important for us to include in the presentation?



What are the common mistakes that presenters make on this topic and do you have any advice about how we can avoid the same pitfalls?



Would you be happy to have a look at a more detailed outline when it's ready to let us know if we're on the right track?



Do you have any additional advice about how we should prepare for and deliver this presentation?

Gathering resources for your presentation

Making a presentation is a different prospect from writing an essay or preparing a report. You are usually free to draw from a wider range of techniques and sources, and, especially if you are able to access technological aids, you can enliven and animate your presentation with a variety of media and sources. Keep in mind that while you should not bombard your audience with too many bells and whistles, the right sources, used at the right time in the right way, can



add power and punch to the ideas and concepts that you are presenting. Our advice is to spend at least some time gathering as many snippets or tools or possible materials as you can and use this as your bank of resources that you can draw from as you plan prepare and finalize your presentation.

A note on your personal style and nerves

The anxiety that is often associated with presenting in public often means that people leave behind their best qualities when they are making a formal presentation. Think about the communication qualities that you bring to situations when you are relaxed, when you are telling a story or when you are in comfortable surroundings. If you bring your own personality, your own ideas, your own sense of engagement and your authenticity to your presentation, the quality of the audience's experience will be naturally better than if you hide behind a lot of notes or deliver something that is flat and detached. It is hard to relax, but the more you try to, the better you will be able to focus on the key messages you want to deliver. Do not worry about the inevitable nervousness that you might feel. Research shows that even if you feel extremely anxious at the beginning, once you get into your stride and stay interested in the material and ideas you are presenting, those initial feelings tend to subside. And besides, very few people in the audience sense your nervousness in the same way you might assume they do.

If you are really overwhelmed then try breathing exercises and visualization. Look at Chapter 11, which has some more in-depth ideas about how best to manage stress when it is getting on top of you.

Designing and structuring your presentation

Like any piece of work, a presentation needs to be structured. It should have a clear series of ideas and these ideas should be linked and delivered in well planned ways. As with writing (see also Chapter 6), at the beginning of the preparation process, it may not be possible to be totally clear about the ingredients that your presentation should contain. However, you should commit to the development of a clear structure that will help to map out and guide you in your preparations and in your final delivery.

As soon as your preparations are underway, very quickly you should be able to answer the following fundamental questions about the task ahead:

- What is the main purpose of this presentation?
- What questions does it pose and attempt to answer?
- What key concepts are you going to talk about and explain?

There is a more detailed checklist at the end of this chapter, but these first simple questions should help to guide and direct your focus and to build an 'architecture' around what it is that you need to do, and how you need to prepare.



Some principles of good presentations

This section contains some guidance about the kinds of things you should think about when you are preparing for a presentation:

- Avoid hiding behind too much material: talk directly and simply to your audience.
- Keep your presentation brief and clear, and provide backup for more complex ideas.
- Know what you want the audience to remember: give them something that they can take away that helps to summarize and pinpoint your main ideas and arguments.
- Practise and time your presentation.
- Be creative about visuals and the presentation of ideas.
- Remember to pause and slow down, but do not lose momentum.
- Use interactive techniques.
- Take control of the ending.

Avoid hiding behind too much material: talk directly and simply to your audience

This might seem like an obvious thing to do when presenting, but it is often the case that people do not make connections with their audience and they often make the mistake of spending all the time (or at least too much of it) focused on PowerPoint slides or other visuals. Remember, *you* are the most important visual in your presentation: make sure you stay engaged with and connected to the people you are talking to.

Keep your presentation brief and clear, and provide backup for more complex ideas

Do not assume that the more information you can bombard your audience with, the better your presentation will be. It is easy to destroy a potentially good presentation by packing it with much too much detail and losing a sense of the important central messages you want to convey and conclusions that you want to draw.

Know what you want the audience to remember: give them something that they can take away that helps to summarize and pinpoint your main ideas and arguments

While you need to walk the line between convincing and memorable material, and unnecessary repetition, avoid being timid about reiterating and revisiting the important points several times. For any aspects of your presentation that are involved and complicated, prepare a document, a diagram or explanatory notes that your audience members and tutors can take away once the presentation is over.

***Practise and time your presentation***

It might seem tedious to have to practise, but it really pays to rehearse several times in advance of the day so that you'll know exactly how long it takes. Remember when practising, though, that it is often difficult to replicate the conditions that you will be facing on the day of the presentation.

Be creative about visuals and the presentation of ideas

Consider using photographs, visuals, diagrams, quotes, video clips and other resources that can animate and enliven your message. But remember, too many of these will dazzle and overload people – so be selective and make sure that you are not integrating material just for the sake of it. Be clear about the purpose and impact of every visual that you use as part of your presentation.

Remember to pause and slow down, but do not lose momentum

A rushed presentation can really dampen and devalue the potentially great messages and ideas that it contains. Work hard at slowing down; again not trying to pack too much in will really help. Aim for the quality of your message, not the quantity of information. But remember also that slowing down too much can throw you off, disturb your rhythm and can cause your presentation to lose pace and momentum. Try to strike a balance that feels right and that works well for the topics you are tackling.

Use interactive techniques

Ask people in the audience to share ideas. Make the most of the opportunity to share and develop ideas and stay flexible so that you will be confident enough to improvise in response to issues that they raise. Do not be afraid to admit that you had not thought of a particular angle if someone springs a surprise question on you, but rather use it as an opportunity to stimulate further discussion.

Take control of the ending

Perhaps because of the relief of having made it through, otherwise excellent presentations often suffer from a lacklustre, hurried ending. You should aim to leave the audience with something memorable, say a powerful visual or a convincing conclusion. Do not let the pace and energy of your presentation drop at the end. Keep your focus clear and wrap it up in a way that your audience will remember and want to reflect on later.



Common presentation pitfalls and mistakes

As well as the positive strategies we have outlined above, have a look at the most common mistakes that presenters often make:

- Flying through the content at top speed.
- Not having an introduction or a conclusion.
- Not providing time for questions and answers.
- Reading from a prepared text.
- Being overreliant on PowerPoint.
- Being afraid to go into too much detail.
- Worrying too much about ambiguous signals from your audience.

Flying through the content at top speed

Audiences do not react well to speedy delivery of material. Your presentation will suffer if you try to get through it too fast. You may trip over your words, squash several important ideas into one or two long sentences, get tangled up in some of your most important concepts. It is not always a matter of going slowly all the time. It is usually about knowing when you need to slow down and when you can afford to speed up.

Not having an introduction or a conclusion

Your eagerness to get into the presentation can be managed by making sure that you tell your audience clearly what your delivery is going to contain and you make sure you summarize well at the end. But you can be creative too. Instead of starting with a series of statements or signposts about what is coming next, you could consider stimulating more interest by posing a question, presenting a puzzle or a conundrum, showing a picture, or telling a story. Any of those devices are more likely to capture the imagination of your audience and help you create an engaged and interested atmosphere which can really set the scene for a strong and effective delivery.

Not providing time for questions and answers

If you provide time at the end and stimulate a question-and-answer session sometime during the course of your delivery it can really help you to ensure that you cover or clarify areas that you simply did not know required clarification. Always give your audience a chance to have an input. Do not be shy about criticism or questions. The interactive time during a presentation is often the most animated, intellectually stimulating and engaging part of the experience. Try to make sure you avail of the opportunity to get inputs from the people watching you.

***Reading from a prepared text***

Apart from very brief, well-chosen text, we advise you to try as hard as you can not to read from a prepared text. The results are inevitably stilted and overly formal. A written text from which you need to read can stand like a barrier between you and your audience. Instead, work to become as comfortable as possible with your material in advance of your performance, so that you do not need to rely on a script. Delivering your presentation using a natural conversational style is by far the best way to make the most of face-to-face presentations, and is much more likely to result in a performance that everyone will evaluate positively.

Being overreliant on PowerPoint

PowerPoint has become the stock in trade of presentations all over the world. There is now a phenomenon known as ‘death by PowerPoint’ where audiences are forced to sit through slide after slide of bullet points while the presenter skims through the material relying on the slideshow to prompt their discussion. We are not suggesting that you avoid PowerPoint altogether. Just remember that this too can hinder your ownership of and engagement with the material you are presenting. So if you use PowerPoint, keep the slides to a minimum, and instead maximize your own presence and engagement.

Being afraid to go into too much detail

Presentations can suffer not only from being overpacked with information, but also by skimming too much over the surface of an issue and not facilitating in-depth coverage or exploration of key ideas, concepts, processes or phenomena. A good presentation can explore something in quite a lot of detail, help audiences to see something from a number of perspectives or encourage people to dig deep in order to critique, question or check assumptions underlying common views on a topic (see also Chapter 4). Do not be afraid to challenge and be controversial. Apply critical thinking to commonly held beliefs about the topic. Stimulate debate and controversy. These are the ingredients of good thinking; avoid being timid about applying them to your presentations too.

Worrying too much about ambiguous signals from your audience

When you are in the spotlight, it is very easy to get distracted by apparently negative signals you receive from your audience. Frowns, sighs, inattention or other non-verbal cues can really throw you off your game. It is exactly the kind of signal that makes people start ‘choking’ or ‘dying’ in a presentation situation. Do not read too much into the body language of your audience. It is well known that such signals are easily misinterpreted and a misinterpreted cue can knock you off balance.



Key tip

Some advice from the experts:

We choke under pressure because we are often ‘too deliberate’ about what we’re doing rather than relaxing and relying on our automatic brains to pull out the stops.

Don’t try too hard to monitor the quality of your performance while you are performing. It’s counterproductive and distracting – just get on with it.

Ratcheting up the pressure during your presentation rehearsals is the best way to get your nerves under control for the real thing. Try to have a rehearsal that, as far as possible, mimics the conditions of the real presentation. Recruit an audience. Have them fire tough questions at you. That way the real presentation will be more of a doddle and you can relax, take it in your stride and give yourself the opportunity to shine.

(Svoboda 2009)

Other useful resources for presenters

Here are some other useful resources in presentations:

- Stories.
- Pictures.
- Puzzles.
- Examples.
- Role plays.

Stories

Tell a story that illustrates a key theme in your presentation. Keep it brief and interesting and make it clear why it is relevant to the key question or goal of your presentation.

Pictures

Trying to explain something can find you rushing round in circles and overloading your presentation with detail that might be a lot easier to present with a simple picture. Design or select pictures that will shed most light on the things you need your audience to have a grasp of.



Puzzles

Invoke your audience's natural sense of curiosity by asking: Why is it that . . . ? Or how come . . . ? Or how does it work? Or what is it for? Or what does that mean? By presenting a puzzling question to your audience, you set up the psychological conditions that induce curiosity and motivation – and such conditions provide just the right climate for an energized and interesting performance.

Examples

If you have abstract ideas or concepts to present, make sure you also offer good examples and illustrations which demonstrate what you mean. So if you speak in theoretical terms ('Supply and demand are important concepts in economics') – follow up by giving a concrete example of what you mean.

Role plays

Acting out a scenario in order to explain or present important principles of your presentation can be a really great way of engaging your audience. But be careful – a badly rehearsed or half-hearted role play can just cause your audience to cringe. A good one though can be a slick and entertaining demonstration of an issue you want them to understand.

Group presentations

Presentation assignments are often given to groups of students, rather than to individuals on their own. As discussed in Chapter 9, working in groups can be a blessing (because work is distributed and different people bring different strengths to any group task) but it can also be a curse (it often takes a lot more negotiation, communication, discussion and sometimes conflict, to achieve your task effectively and to perform well).

For group presentations in particular, you will need to do a lot of planning and preparation and you need to pull together as a team and distribute tasks and functions associated with the challenge.

As well as the checklist items outlined in the chapter summary below, which are useful for any presentation task, keep in mind the following additional checklist for group presentations (this would be a useful list to bring with you the first time you meet as a group to prepare your presentation).



Checklist for group presentations

- 1 What are the group presentation requirements? Does everyone in the group have to be part of the presentation on the day, or can some play more 'backstage' roles?
- 2 What particular skills or opportunities does each group member have? Some might have technological savvy, others might have access to an expert in the area that you are presenting on, others may be good at graphics, others at speaking etc.
- 3 What is each member interested in doing to prepare for the presentation?
- 4 How many times will the group be able to meet before the presentation and how much work needs to be done between meetings?
- 5 When will the group be ready to rehearse the presentation and how many rehearsals should the group plan to do?
- 6 Who is going to do what research in order to ensure that the presentation is well informed and evidence based?

Chapter summary: Key learning points

Think about the following questions:

- What materials do you need to gather?
- What research do you need to carry out?
- What are the most important points you want to make?
- What visuals, pictures, ideas, diagrams or examples are you planning to use?
- What critical questions do you want to explore?
- How are you going to engage or motivate your audience?
- How much time do you have?
- Are you going to use PowerPoint slides?
- What are you going to focus on most?
- How much detail will you need to go into?
- Who are you going to ask to help you to rehearse?
- What additional documentation needs to be prepared as part of the presentation?

Suggested further reading

McCarthy, P. and Hatcher, C. (2002) *Presentation Skills: The Essential Guide for Students*. London: Kogan Page.

Keeping It Together: Managing stress, staying in control and being ready for exams

Chapter Contents

Introduction	171	Keeping a learning journal	175
What is stress?	172	Avoiding exam fever: planning, preparing for, doing and recovering from exams	176
Understanding stress by exploring your emotions	172	Long-term approaches to exam planning	176
Coping with stress through physical exercise	173	Revising and timetabling	178
Managing stress by focusing on logic	173	Generating your exam checklist	178
Stress is not always bad for you	174	Suggested further reading	179
Keeping a record to help you reflect on and make sense of stressful experiences and events	175		

Chapter Overview

- Finding out more about what causes stress in your life
- Defining stress and understanding how stress affects you
- Recognizing the good side of stress
- Taking a practical approach to preparing for exams

Introduction

Higher and further education is full of challenges and pressures. You may find yourself facing difficulties that perhaps you were not expecting. You will almost definitely need to find ways of dealing with heavy workloads, managing deadlines, and juggling lots of different competing demands. So, like many phases in your life, it is probably unrealistic to expect it to be free of stress.



In this chapter we encourage you to consider some practical and self-aware ways to develop a physically and emotionally healthy approach to learning and study. We explore the nature of the pressures that you are likely to face at least once in a while and we also encourage you to adopt a proactive and stress reducing approach to a well-known source of stress among students – preparing for and doing your exams.

In addition to being a potentially exciting time in your life, college and university life often makes people particularly prone to the experience of stress. Research (e.g. Wintre and Yaffe 2000; Porter and Swing 2006) suggests that stress is increasing among students in higher education. Everyone experiences stress in a different way. What is clear though is that there are simple strategies that anyone can use to make them better equipped to deal with inevitable pressures of life as a student. Your ability to manage stress will form a vital part of a healthy experience at college or university.

What is stress?

- Stress can be defined as an **emotion**: a feeling of anxiety, tension and worry.
- Stress can be defined as a **physiological reaction**: a ‘fight or flight’ response capacity to a situation that you find difficult or threatening.
- Stress can be defined as a **cognition** or a **thought** which is based on your evaluation of a situation that you find yourself in.
- Stress can be defined as a perceived imbalance between demand and response capacity, under conditions where failure to meet demand has important consequences.

(McGrath 1970)

So stress is something that has an emotional dimension because it affects how you feel; it is something that has a physical dimension because it affects things that happen in your body; and it is something that has a cognitive dimension because it is both affected by and has an impact on the way you think.

Understanding stress by exploring your emotions

If you are feeling stressed, it is useful to explore your feelings by asking yourself some simple questions:

- How do I feel?
- What am I feeling?
- Why am I feeling these things?

You might be able to understand and cope with the nature and causes of your stress more effectively, simply by reflecting on your feelings and trying to understand what the nature and causes of those feelings might be.



Coping with stress through physical exercise

Stress can be self-perpetuating. It is easy to get into a 'cycle of escalation' where you are feeling stressed and then the symptoms of those feelings make you feel more stressed and so your levels rise and it gradually gets harder to keep things in perspective and under control.

A useful way of managing this is to break that cycle by focusing on your physical health. Stress has a direct and immediate effect on your body, increasing your levels of adrenalin, heightening your heart rate, and overall making you quite jumpy. That is because your body is readying itself to deal with a physical threat – even if what you are experiencing may not be physically threatening at all.

Try to make space in your schedule every day for a walk or a run, to get to the gym, or find some other way of giving your energy levels an outlet. Student life can be quite sedentary, so make sure you schedule in time for healthy exercise. People who exercise regularly tend to develop a range of other skills that are useful when you are studying: such skills include confidence, relaxation, stress management and self-care.

Managing stress by focusing on logic

Just because stress has strong emotional and physical dimensions does not mean that it is irrational. If you feel under pressure, then there is usually a pretty good reason for it. You might be trying to learn material that you cannot understand, you might be worried about money and how you're going to manage financially as a student, you might be trying to keep a lot of things going all at the same time. These are the ingredients that naturally cause stress.

Look at the other common causes listed below and think about which ones are likely to apply to you.

- Leaving home.
- Making new friends.
- Having too much work.
- Struggling with course material.
- Coping with exams and revision.
- Feeling disappointed or disillusioned with your programme of study.
- Feeling overwhelmed by other people's expectations.
- Having to engage in new ways of learning.
- Being afraid of failure.
- Having financial difficulties.
- Suffering from boredom or disengagement.



Exercise 11.1: Thinking about stressful experiences

Use the following list of questions to become more consciously aware of the nature of your own stressful experiences.



What are the things that are causing me to feel stressed?



Are there any supports at college or elsewhere that might help me to tackle those causes?



What first steps do I need to take in order to start addressing the issues that are causing me to feel stressed?



Is there someone I trust that I can talk to who might help me to see things differently?

Stress is not always bad for you

The occasional bout of stress might sometimes be just what you need at different times in your student life. Although it goes against sage advice to leave things to the last minute, an increasingly pressing deadline can sometimes give you the focus and energy you need to pull an all-nighter and get an important essay or assignment in on time. The occasional bout of stress might actually help you to study harder or to focus on something you've been putting off. But even if that is the case, always keep an eye on how you feel – and be prepared to take action if you start to experience any of the following symptoms of excessive stress:

- Changes in sleep patterns; taking longer to fall asleep, sleeping fitfully, waking up tired.
- Feelings of reduced self-esteem and self-worth.



- Changes in eating patterns.
- Increased difficulty in getting things done.
- Feeling more disorganized and chaotic than is normal for you.
- Feeling persistently under time pressure.
- Difficulty in concentrating.
- Mood swings: often and suddenly feeling angry, tearful or panicky.

Think of how the causes of your stress fit into the bigger picture of your life. Try to put your stressors into a wider context in order to make more sense of them and to gain more control over how you can best respond. Some problems can be put in perspective by asking yourself the following kinds of grounding questions:

- Will things seem so bad in six months' time?
- How big is this problem really?
- How can I break this problem down into different pieces so that I can deal with it more easily?
- What specific actions can I take to try to make things feel more under control?
- What are my most important priorities and how can these help me to look more clearly at the things that are stressing me out?

Even if you are good at putting stressful situations and experiences in context, remember that not all stressful issues are possible to overcome on your own. Always be prepared to look for help when you know you need it.

Keeping a record to help you reflect on and make sense of stressful experiences and events

Researchers have found that 'writing therapy' is an effective way of dealing with stress, particularly among students (e.g. Pennebaker 1997). Keep a diary to record how you feel about your learning and your workload. Being able to express your feelings in writing provides a release but also helps you to see patterns in your feelings and behaviour. You may discover that your stress occurs at certain points of the week or before certain lectures. Keeping a record can help you to identify times in your week or your semester that you might be particularly prone to stress.

Keeping a learning journal

A learning journal is a collection of notes, observations, thoughts and other relevant materials built up over a period of time and usually accompanies a period of study, a placement experience or fieldwork.

The notes you keep are a reflection and summary of **what** you learned and **how** you engaged with the process; they will help you can gain insight into the following:



- How to identify or recognize your strengths, so you can capitalize on these.
- How to identify areas for self-improvement and development.
- How to identify ways of learning that suit you best.
- How to gain insight into your potential contributions to future tasks.

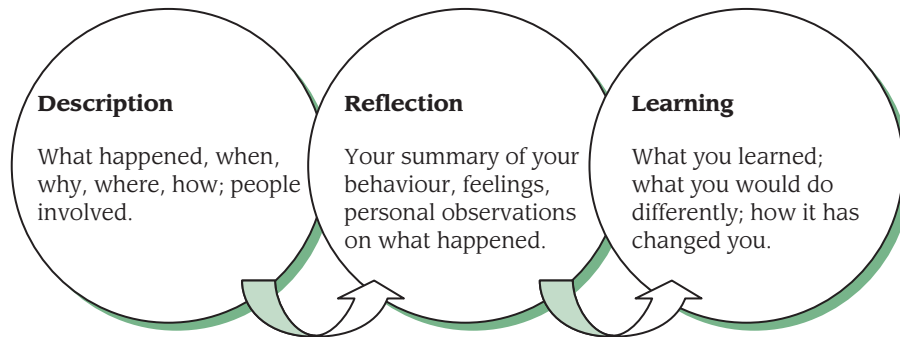


Figure 11.1 Key elements of writing effective learning journals

The reaction of some students to learning journals is ‘Why bother? I can do this in my head. Why should I write it down?’ However, the act of writing makes you focus on what happened in a much more systematic, concentrated, powerful and accessible way.

Avoiding exam fever: planning, preparing for, doing and recovering from exams

Most colleges and universities have widened the range of assessments and assignments that they use to track students’ progress. But most still use exams as one of the central ways of assessing learning. So it is worth spending some time thinking about the best ways you can prepare for and tackle the challenges of the end of semester or end of year exam.

Long-term approaches to exam planning

Plan for your exams from the very start of your programme of study. Know when your exams are going to take place, how much time will be allocated to each of them and ensure that you are aware of the range of questions, problems, activities that the exam will involve. Ask your tutors/lecturers to provide you with as much information as possible about the purpose and nature of the examinations that they will be setting. The more you know what the aims and purposes of the exam are, the better equipped you will be to gear your study strategies to meet those challenges.

**Exercise 11.2: Focusing on exam preparation**

Use the following series of questions to help you get focused on what you need to do to prepare for your exams.

Questions to help you prepare for your exams from the start of the year

1 How many exams will I have to do this year?

a. Dates

b. Time allocated to each

c. Subjects/modules

2 Do I have access to past exam papers, questions and answers? What are the most frequently occurring topics and themes?

3 How should I plan my time from week to week to prepare for these exams?

4 What's the best way for me to practise and prepare for the exam?

a. Individual study?

b. Study groups?

c. Practising essay writing under time pressure?

d. Interacting with my tutors and lecturers about exam preparation strategies?

e. Learning to solve problems?

f. Critical reading, thinking and writing? (see also Chapter 4)

5 Can my lecturers/tutors/support providers give me more information, advice or ideas that will help me to prepare for exams?



Revising and timetabling

Your brain cannot take in, retain and manipulate information in one sitting. Get used to the idea that you will need to revise regularly to reinforce and develop your growing knowledge. Revision needs to be an active process and you should plan revision sessions from the very start of every year. Write up a revision timetable using the time management techniques explored in Chapter 8. Stay on track. Try to balance the time you spend on each module and subject.

Of course also remember that no student has a perfect command over all of their programme of study. If there are areas that you find you have fallen behind on, it is still possible to learn a lot in very compressed periods of time. Some people call it cramming. But if you stay strategic, calm and focused, you can still achieve a lot, even when the exam deadline is looming.

Generating your exam checklist

- Try to be **well rested** and well nourished before your exams begin.
- Ensure you know the **practical details**: venue, equipment and material you can bring etc.
- Make sure you know as much about the **nature of the exam** well in advance: how many questions, how much time, how long or short your answers should be.
- **Read all instructions carefully**: answer the right number and combination of questions and do not miss out on compulsory questions.
- **Choose the questions wisely**: take the first few minutes to read through the whole paper first and consider what is being asked of each question before choosing which ones you are going to tackle.
- **Plan and do a rough outline for each question**: this allows you to write down all the key concepts that address the question being asked and will help you to impose your own structure on your essays and answers.
- **Budget your time wisely**: allocate time for each question and resist the temptation to spend extra time on answers you think you know well. Remember time spent should roughly reflect the marks assigned to each question/section of the exam.
- **Check through**: try to save some time at the end of the exam to go through the paper and check for any mistakes or omissions.



Face to face with the exam – your summary strategy

Read all the questions



Be sure about how many questions you are required to answer



Decide which questions you are going to tackle and in what order



Plan and outline each answer



Write each answer



Move on to the next question



Review your answers

Chapter summary: Key learning points

- Be aware that **stress is a normal part of life**, and that **there are positive things you can do to manage it** if it starts getting out of control.
- **Manage your time** by developing a schedule that provides for academic, social and physical time: keep in mind the time management techniques outlined in Chapter 8.
- Eat a **healthy and balanced diet** to keep your brain in top gear.
- Practise **positive thinking** as an important tool in stress management.
- Be willing to **do something proactive to tackle problems** or challenges that you may experience, especially in the lead up to exams.
- Have **someone you trust to talk to**: if you feel very isolated or alone, find out what confidential services there are for you to avail of when the going feels tough.

Suggested further reading

- Lashley, C. and Best, W. (2001) *12 Steps to Study Success*. London: Continuum.
- Pennebaker, J.W. (1997) Writing about emotional experiences as a therapeutic process. *Psychological Science* 8(3): 162–166.
- Price, G. and Maier, P. (2007) *Effective Study Skills: Unlock your Potential*. Harlow: Pearson Longman.

Instructor Overview

Topic: Course Introduction
 College Terminology and Goals
 Learning Styles

Reading: Syllabus
 College Terminology (supplemental reading)
 Chapter 1: Getting into it: becoming an active, creative learner
 Supplemental Reading on Goals (available via Bb)
 Chapter 3: Style matters: techniques to suit your own learning style

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 1: Know and understand college terminology Terminal Objective 5: Set personal and academic goals Terminal Objective 3: Demonstrate knowledge and understanding of learning styles		
Enabling Objectives	Domain	Taxonomy
1.1 Correctly identify common college terminology	C	R/U
1.2 Correctly use common college terminology	C	Ap
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals	C	R/U
5.2 Identify primary personal motivating factors	C/Af	Ap
5.3 Create personal goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.4 Create academic goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.5 Critically evaluate and assess classmates' goals	C	An/E
3.1 Demonstrate knowledge and understanding of primary learning styles	C	R/U
3.2 Identify their own primary learning styles	C	Ap
3.3 Identify their own secondary learning styles	C	Ap



10:00-11:00 Ice breaker/introductions

Choose one:

Icebreaker 1: Briefly introduce yourself, your role at IPFW, your professional experience, and the purpose of the course. Have students introduce themselves by first name. Time students as they line up by birthday (month and day only) around the perimeter of the room **without speaking or making any vocalizations**. Once they are in order, have them say their birth month and day out loud to make sure they were correct. Share the time. Once they return to their seats, lead a discussion on the following:

- 1) Did you succeed in getting everyone in order?
- 2) What made that difficult? What went well/what did not go well?
- 3) What do you think about your time? What would have made things go more quickly?
- 4) What would you do differently?

Repeat the activity, timing students again. Once they are finished, share the time and lead a discussion on the following:

- 1) What was different this time? Why?

Students will likely share that the activity was familiar, they already knew where they were supposed to go, they talked about what could have been done differently, used resources more wisely, had a different approach, etc. Explain how this is an analogy for transition into or transfer into college.

Icebreaker 2: Briefly introduce yourself, your role at IPFW and your professional experience. Have students pair up with someone they have not met before IPFW (they could have met at A&R or NSO). Students will have five minutes (give them a reminder to switch at the 2 ½ minute mark) to share the following with the person they are paired with:

- 1) *Name*
- 2) *What is most exciting about starting at IPFW?*
- 3) *What do you think your biggest strength will be this semester?*
- 4) *What do you think your biggest challenge will be this semester?*

In the larger group, students will introduce the person they are paired with and the responses to their questions. Instructors should welcome each student by name after they have been introduced. Instructors should point out common themes in the responses to the questions and how we will address those in this class.

11:00-11:15

In-class review of syllabus

- 1) Show students how to access and navigate Bb (including dates and module folders) and pull up a copy of the syllabus.
- 2) Briefly discuss the purpose of the syllabus, instructor/advisor contact information, and key points. Key points include: course goals, main grading categories and weights, attendance, late work policy, diversity policy, academic honesty policy, and how to read the calendar.



3) Remind students that they should read/review the assigned readings before class and must complete quizzes and assignments by the deadline via Bb.

4) Advise students to review the syllabus in greater detail independently and complete the syllabus/introductory quiz via Bb before the next class meeting.

Discuss Campus Events Assignment

- 1) Assignment is due day 4
- 2) Pull up assignment instructions
- 3) Discuss requirement
- 4) Encourage students to start/complete the assignment in advance

11:15-11:30 In-class review of college terms/discussion

Pull up the "College Terms Map" in Bb and lead a class discussion on the most common and/or perplexing terms.

Once the discussion is complete, show students where the map and glossary documents are located, as they will need to use them for the quiz.

11:30-12:15 Lunch

12:15-12:30 Discussion of CASA Workshops

- a. Play the workshop introduction video
- b. Explain CASA services and the purpose of the collaboration
- c. Share workshop topics for Tuesday and Wednesday 12:30-1:30 p.m.
- d. Students earn points for "attending" the workshop, although it takes place during class
- e. Students must complete a 10-point quiz, due by 11:59 p.m. the day of the workshop

12:30-1:00 Chapter 1 Discussion

- 1) What concept(s) did you find most useful from this chapter?
- 2) What is the difference between active learning and passive learning?
- 3) What are some subjects you feel good about and how can you incorporate active learning strategies?
- 4) What are some subjects you find difficult and how can you incorporate active learning strategies?

1:00-1:30

Goals Discussion

- 1) What is your previous experience with setting goals? Did it work well? Why or why not?
- 2) What is the difference between SMART and DAPPS?
- 3) Which one do you like better, SMART or DAPPS, and why?
- 4) Why is it important to set goals in a way that aligns with SMART or DAPPS guidelines?
- 5) How is comprehensive and intentional goal setting a part of active learning?

Introduce Goal-writing

- 1) Pull up the graphics for SMART and DAPPS goals and review with students
- 2) Create an instructor-led sample SMART goal for a non-academic endeavor as a class to give students practice in creating SMART goals (students may not use this example in their assignment)
- 3) Create an instructor-led sample DAPPS goal for a non-academic endeavor as a class to give students practice in creating DAPPS goals (students may not use this example in their assignment)

1:30-2:00 FIRST DRAFT of Goal Assignment

- 1) Students will complete the first draft of their goal assignment in class
- 2) Students will go to a lab and print two copies

2:00-2:30 Peer Review of Goal Assignment

- 1) Students should be placed into groups of three and give their paper copies of goals to the other two people in the group
- 2) Students should thoroughly review one another's goals for adherence to SMART or DAPPS (depending on which the person who wrote the goals indicated) guidelines.
- 3) Students must give feedback both in written form on the peer's paper and verbally
- 4) Each paper should have the name of the person who wrote the goals and the name of the reviewer on it
- 5) Once students have finished group review, originals should be returned to the person who wrote them
- 6) Each student must show their goals to the instructor to earn points for completing the rough draft and the instructor should note participation points for the peer reviewers (5 points per review)

2:30-3:00 Chapter 3: Learning Styles Discussion

- 1) Have you explored your learning style previously? If so, what did you learn about how you learn and how did it affect you?
- 2) What makes you more likely to learn well and feel motivated?
- 3) Of the learning techniques on pages 31-37, which have you tried? How did it go?
- 4) Of the learning techniques on pages 31-37, choose one to incorporate this week. Which subject/s will you use it in? How will you implement it?
- 5) Review the Learning Styles Response Piece assignment requirements
-Requires completion of the "Eight Intelligences Questionnaire" on pages 24-30 of the text

3:00-3:15: Prepare for day 2

- 1) Discuss assignments due for tonight
- 2) Review the day 2 folder and overview
- 3) Discuss reading/preparation for day 2

IDIS 11000 Jump Start

Lesson Plan: 1 of 4



3:15-4:30: Catch-up time and work on assignments due tonight

The last hour of the class meeting will be used as a buffer in the event other activities are running behind, meet with the instructor, and/or to require students to start working on the items that are due by 11:59 p.m.

Due Prior to Jump Start: 70

- Introductory/Syllabus Quiz 20
- College Terminology Quiz 30
- Chapter 1 and Goals Quiz 10
- Chapter 3 Quiz 20
- Student Success Survey 1 5

In-class: 60

- Introductory Activities Participation 10
- Chapter 1 Discussion Participation 10
- Goal Discussion Participation 10
- Goal Peer Review Activity Participation 10
- FIRST DRAFT Goals Assignment 10
- Chapter 3 Discussion Participation 10

Due by 11:59 p.m. Monday: 30

- CASA Planning Survey 10
- Schedule academic advising meeting 10
- FINAL DRAFT Goals Assignment 10

Total Points Possible: 160

Student Preparation for Tuesday:

- 1) Read Critical Thinking and Learning Styles Supplemental Reading (available via Bb Day 2)
- 2) Read Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information
- 3) Read Study Skills Supplemental Reading/Handouts
- 4) Read: Chapter 8: The time of your life: managing time and living life as a student

Student Overview: Prior to Jump Start

Topics: Introductory Materials

College Terminology and Goals

Approximate time to complete all items: 4 hours

Complete the following:

- 1) Watch the Bb introductory video
- 2) Review Syllabus
- 3) Watch the IDIS Introduction and Syllabus Video
- 4) Complete the Introductory/Syllabus Quiz
- 5) Review College Terminology handouts and watch video
- 6) Complete the College Terminology Quiz
- 7) Read Chapter 1: Getting into it: becoming an active, creative learner
- 8) Watch Chapter 1 Video
- 9) Complete the Chapter 1/Goals Quiz
- 10) Read Chapter 3
- 11) Watch Chapter 3 Video
- 12) Complete the Chapter 3 Quiz
- 13) Complete Student Success Survey 1
- 14) Review Sample Goals Video

Total Points Possible: 75

Introductory/Syllabus Quiz 20

College Terminology Quiz 30

Chapter 1 and Goals Quiz 10

Chapter 3 Quiz 20

Student Success Survey 1 5

Objectives:

Primary Objective 1: Know and understand college terminology
1.1 Correctly identify common college terminology
1.2 Correctly use common college terminology
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals
Common Objectives Spanning the Course/Curriculum

IDIS 11000 Jump Start

Lesson Plan: 1 of 4



1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
1.2 Correctly use common college terminology

Student Overview: Jump Start Day 1

Topics: Introductory Materials

College Terminology and Goals

Learning Styles

Approximate time to complete out-of-class items: 3 hours

10:00-11:15 Introductions and syllabus review

11:15-11:30 Review college terms

11:30-12:15 Lunch

12:15-12:30 Review CASA workshops

12:30-1:00 Chapter 1 Discussion

1:00-2:30 Goals

2:30-3:00 Learning Styles

3:00-4:30 Wrap-up and work on items due

In-class activities: 60

Introductory Activities Participation 10

Chapter 1 Discussion Participation 10

Goal Discussion Participation 10

Goal Peer Review Activity Participation 10

FIRST DRAFT Goals Assignment 10

Chapter 3 Discussion Participation 10

Due by 11:59 p.m. Monday: 30

CASA Planning Survey 10

Schedule academic advising meeting (via AdvisorTrac) 10

FINAL DRAFT Goals Assignment 10

Total Points Possible: 80

Prepare for Tuesday:

- 5) Read Critical Thinking and Learning Styles Supplemental Reading (available via Bb Day 2)
- 6) Read Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information
- 7) Read Study Skills Supplemental Reading/Handouts
- 8) Read: Chapter 8: The time of your life: managing time and living life as a student

IDIS 11000 Jump Start
Lesson Plan: 1 of 4



Objectives:

Primary Objective 1: Know and understand college terminology
1.1 Correctly identify common college terminology
1.2 Correctly use common college terminology
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals
Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
1.2 Correctly use common college terminology

Notes
<p>-Post Bb navigation video in announcements and send via email to Jump Start students one week in advance</p> <p>-Send email, post to announcements AND call Jump Start students one week in advance to explain requirements that must be completed prior to start</p> <p>-Only "Before Jump Start Begins" folder will be available prior to class start, giving students five days to work on their requirements</p> <p>-Daily folders become available to students at 2:00 p.m. the day prior</p> <p>-Encourage students to not wait until the last minute to complete the quizzes and supplemental reading due for next class.</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Double-check Bb for all required items.</p> <p>-The student success survey is set up so that it is officially worth "zero" points. After the due date, instructor should FIRST change all "0" to "5" in the grade book. All remaining "-" marks indicate that the student did not complete the survey and should be marked "0" (only after the zeros for completers have been changed to fives) since the survey is required.</p> <p>-Jump Start course removes CASA tutoring requirement</p>

Student Overview: Prior to Jump Start

Topics: Introductory Materials

College Terminology and Goals

Approximate time to complete all items: 4 hours

Complete the following:

- 1) Watch the Bb introductory video
- 2) Review Syllabus
- 3) Watch the IDIS Introduction and Syllabus Video
- 4) Complete the Introductory/Syllabus Quiz
- 5) Review College Terminology handouts and watch video
- 6) Complete the College Terminology Quiz
- 7) Read Chapter 1: Getting into it: becoming an active, creative learner
- 8) Watch Chapter 1 Video
- 9) Complete the Chapter 1/Goals Quiz
- 10) Read Chapter 3
- 11) Watch Chapter 3 Video
- 12) Complete the Chapter 3 Quiz
- 13) Complete Student Success Survey 1
- 14) Review Sample Goals Video

Total Points Possible: 75

Introductory/Syllabus Quiz 20

College Terminology Quiz 30

Chapter 1 and Goals Quiz 10

Chapter 3 Quiz 20

Student Success Survey 1 5

Objectives:

Primary Objective 1: Know and understand college terminology
1.1 Correctly identify common college terminology
1.2 Correctly use common college terminology
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals
Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
1.2 Correctly use common college terminology

Student Overview: Jump Start Day 1

Topics: Introductory Materials

College Terminology and Goals

Learning Styles

Approximate time to complete out-of-class items: 3 hours

10:00-11:15 Introductions and syllabus review

11:15-11:30 Review college terms

11:30-12:15 Lunch

12:15-12:30 Review CASA workshops

12:30-1:00 Chapter 1 Discussion

1:00-2:30 Goals

2:30-3:00 Learning Styles

3:00-4:30 Wrap-up and work on items due

In-class activities: 60

Introductory Activities Participation 10

Chapter 1 Discussion Participation 10

Goal Discussion Participation 10

Goal Peer Review Activity Participation 10

FIRST DRAFT Goals Assignment 10

Chapter 3 Discussion Participation 10

Due by 11:59 p.m. Monday: 30

CASA Planning Survey 10

Schedule academic advising meeting (via AdvisorTrac) 10

FINAL DRAFT Goals Assignment 10

Total Points Possible: 90

Prepare for Tuesday:

- 1) Read Critical Thinking and Learning Styles Supplemental Reading (available via Bb Day 2)
- 2) Read Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information
- 3) Read Study Skills Supplemental Reading/Handouts
- 4) Read: Chapter 8: The time of your life: managing time and living life as a student

Objectives:

Primary Objective 1: Know and understand college terminology
1.1 Correctly identify common college terminology
1.2 Correctly use common college terminology
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals
Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
1.2 Correctly use common college terminology



Instructor Overview

Topic: Learning Styles
Study Skills
Time Management

Reading: Critical Thinking and Learning Styles Supplemental Reading (see Bb)
Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information
Study Skills Supplemental Reading/Handouts
Chapter 8: The time of your life: managing time and living life as a student

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 3: Demonstrate knowledge and understanding of learning styles		
Enabling Objectives	Domain	Taxonomy
3.1 Demonstrate knowledge and understanding of primary learning styles	C	R/U
3.2 Identify their own primary learning styles	C	Ap
3.3 Identify their own secondary learning styles	C	Ap
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction	C/P	Cr

Terminal Objective 4: Demonstrate application of study skills		
Enabling Objectives	Domain	Taxonomy
4.1 Know and understand a variety of study skills	C	R/U
4.2 Implement selected study skills into current courses	C/P	R/U/Ap
4.3 Practice study skills effectively	C/P	Ap/Cr
4.4 Reflect on implementation of study skills	C/Af	R/U/An

Terminal Objective 2: Develop and implement a time management plan		
Enabling Objectives	Domain	Taxonomy
2.1 Explain the rationale for and foundational elements of time management plans	C	U
2.2 Discuss previous time management habits and personal and social impacts	C/Af	U/An



10:00-10:15 Review

- Briefly recap previous day
- Ask about any concerns regarding Bb
- Check Bb submissions before class and give students guidance regarding any missing work

10:15-10:30 Review Supplemental Reading on Critical Thinking and Learning Styles

PowerPoint available for instructor.

10:30-11:15 Critical Thinking and Learning Styles Discussion

Place students into pairs or small groups (of no more than 4 students) with classmates who have similar primary learning styles, based on their self-assessment via pages 24-31 of the text.

Small Group Discussion (20 minutes)

- 1) Discuss how your primary learning style/s has/have impacted your learning and study habits in high school.
- 2) Discuss your secondary learning style/s. How do these complement or contradict your primary learning style/s? Why is it important to keep that in mind as you approach your courses this semester?
- 3) Drawing upon the plan you created in the response piece, what is your best strategy for implementing your knowledge of your own learning styles into the classes you are taking this semester?

Large Group Discussion (15 minutes)

Have students report on their small group discussions of #1-#3 as part of the larger classroom discussion.

11:15-11:30 Learning Styles Response Piece Assignment

Students will complete the Learning Styles Response Piece Assignment in-class via Bb

11:30-12:30 Lunch

During lunch: students will complete the Critical Thinking and Learning Styles Supplemental Reading Quiz, and may use the PDF available via Bb.

12:30-1:30 CASA Workshop

1:30-1:40 Review Chapter 4

Review primary concepts from chapter 4

1:40-1:50 Watch Study Skills Video

Watch one study skills video—choose based on an area not covered extensively in the CASA workshop (10 minutes)

2:00-2:30 Chapter 4 Discussion

- 1) How do the ideas in the video relate to last week's discussion of learning styles and this week's exploration of study skills?
- 2) What is the difference between hearing and active listening? Give examples.
- 3) What is the difference between passive reading and active reading? Give examples.
- 4) Explain how active listening is similar to active reading.
- 5) Which of the study skills discussed in chapter 4 have you tried? How did it go?
- 6) Which of the study skills discussed in chapter 4 do you plan to implement? How?

2:30-3:00 Study Skills Supplemental Reading Review and Discussion

Review primary concepts from the supplemental reading and/or how to make use of the handouts and templates

- 1) Which of the tools/techniques from the supplemental reading/handouts have you used and what was your experience with them?
- 2) Which of the tools/techniques do you like best for which specific learning styles?
- 3) Which of the tools/techniques do you like best for which specific subjects?

3:00-3:45 Activity: Note-Taking

- 1) Print passages and note-taking worksheet packages before class
- 2) Students will work independently during class to review the passages and complete two styles of notes, per the package instructions
- 3) Students must show their note samples to the instructor to earn activity points

3:45-4:25 Chapter 8 Discussion

Instructor-led review of main concepts from chapter 8 (10 minutes)

Small Group Discussion (15 minutes)

- 1) What is your biggest time management issue (planning, procrastination, perfectionism)?
- 2) How have you tried to overcome this time management issue in the past? Were you successful? Why or why not?
- 3) What are some ways in which this time management issue might impact your goals this semester?
- 4) What strategies will you use to overcome this time management issue this semester?

Large Group Discussion (15 minutes)

- 1) What is your biggest time management issue (planning, procrastination, perfectionism)?
- 2) How have you tried to overcome this time management issue in the past? Were you successful? Why or why not?
- 3) What are some ways in which this time management issue might impact your goals this semester?
- 4) What strategies will you use to overcome this time management issue this semester?

4:25-4:30: Prepare for day 3

- 1) Discuss assignments due for tonight
Assure students that responses are entirely anonymous. Instructors will only have access to aggregate student responses, not individual responses. Instructors will only be able to see if each individual student has completed the evaluation, not what their responses were.
Students earn 10 points for completing the midterm evaluation.
- 2) Review the day 3 folder and overview
- 3) Discuss reading/preparation for day 3

In-class activities: 110

Learning Styles Discussion Participation 10

Learning Styles Response Piece (in class via Bb) 20

Critical Thinking and Learning Styles Supplemental Reading Quiz (complete during lunch via Bb) 10

CASA Workshop 20

Chapter 4 Discussion Participation 10

Study Skills Supplemental Reading Discussion Participation 10

Note-Taking Activity Participation 20

Chapter 8 Discussion Participation 10

Due by 11:59 p.m. Tuesday: 100

CASA Workshop Quiz 10

Chapter 4 Quiz 20

Study Skills Response Piece 20

Chapter 8 Quiz 20

Time Management Analysis Assignment 20

Midterm Course Evaluation 10

Total Points Possible: 210

Prepare for Wednesday:

- 1) Read Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams
- 2) Review myBLUEprint handout and campus resource lists

Student Overview: Jump Start Day 2

Topics: Learning Styles

Study Skills

Time Management

Reading: Critical Thinking and Learning Styles Supplemental Reading (see Bb)

Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information
Study Skills Supplemental Reading/Handouts
Chapter 8: The time of your life: managing time and living life as a student

Approximate time to complete out-of-class items: 3 hours

10:00-10:15 Review

10:15-10:30 Review Supplemental Reading on Critical Thinking and Learning Styles

10:30-11:15 Critical Thinking and Learning Styles Discussion

11:15-11:30 Learning Styles Response Piece Assignment

11:30-12:30 Lunch

During lunch: students will complete the Critical Thinking and Learning Styles Supplemental Reading Quiz, and may use the PDF available via Bb.

12:30-1:30 CASA Workshop

1:30-1:40 Review Chapter 4

1:40-1:50 Watch Study Skills Video

2:00-2:30 Chapter 4 Discussion

2:30-3:00 Study Skills Supplemental Reading Review and Discussion

3:00-3:45 Activity: Note-Taking

3:45-4:25 Chapter 8 Discussion

4:25-4:30: Prepare for day 3

In-class activities: 110

Learning Styles Discussion Participation 10

Learning Styles Response Piece (in class via Bb) 20

Critical Thinking and Learning Styles Supplemental Reading Quiz (complete during lunch) 10

CASA Workshop 20

Chapter 4 Discussion Participation 10

Study Skills Supplemental Reading Discussion Participation 10

Note-Taking Activity Participation 20

Chapter 8 Discussion Participation 10

Due by 11:59 p.m. Tuesday: 100

CASA Workshop Quiz 10

Chapter 4 Quiz 20

Study Skills Response Piece 20

Chapter 8 Quiz 20

Time Management Analysis Assignment 20

Midterm Course Evaluation 10

Total Points Possible: 210

IDIS 11000 Jump Start
Lesson Plan: 2 of 4



Prepare for Wednesday:

- 1) Read Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams
- 2) Review myBLUEprint handout and campus resource lists

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
1.2 Correctly use common college terminology
Terminal Objective 3: Demonstrate knowledge and understanding of learning styles
Terminal Objective 4: Demonstrate application of study skills
Terminal Objective 2: Develop and implement a time management plan
3.1 Demonstrate knowledge and understanding of primary learning styles
3.2 Identify their own primary learning styles
3.3 Identify their own secondary learning styles
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively
4.4 Reflect on implementation of study skills
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts

Notes
<p>-Daily folders become available to students at 2:00 p.m. the day prior</p> <p>-Encourage students to not wait until the last minute to complete the quizzes and supplemental reading due for next class.</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Double-check Bb for all required items 48 hours in advance.</p> <p>-Jump Start course removes CASA tutoring requirement</p>

Student Overview: Jump Start Day 2

Topics: Learning Styles

Study Skills

Time Management

Reading: Critical Thinking and Learning Styles Supplemental Reading (see Bb)
Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information
Study Skills Supplemental Reading/Handouts
Chapter 8: The time of your life: managing time and living life as a student

Approximate time to complete out-of-class items: 3 hours

10:00-10:15 Review

10:15-10:30 Review Supplemental Reading on Critical Thinking and Learning Styles

10:30-11:15 Critical Thinking and Learning Styles Discussion

11:15-11:30 Learning Styles Response Piece Assignment

11:30-12:30 Lunch

During lunch: students will complete the Critical Thinking and Learning Styles Supplemental Reading Quiz, and may use the PDF available via Bb.

12:30-1:30 CASA Workshop

1:30-1:40 Review Chapter 4

1:40-1:50 Watch Study Skills Video

2:00-2:30 Chapter 4 Discussion

2:30-3:00 Study Skills Supplemental Reading Review and Discussion

3:00-3:45 Activity: Note-Taking

3:45-4:25 Chapter 8 Discussion

4:25-4:30: Prepare for day 3

In-class activities: 110

Learning Styles Discussion Participation 10

Learning Styles Response Piece (in class via Bb) 20

Critical Thinking and Learning Styles Supplemental Reading Quiz (complete during lunch) 10

CASA Workshop 20

Chapter 4 Discussion Participation 10

Study Skills Supplemental Reading Discussion Participation 10

Note-Taking Activity Participation 20

Chapter 8 Discussion Participation 10

Due by 11:59 p.m. Tuesday: 100

CASA Workshop Quiz 10

Chapter 4 Quiz 20

Study Skills Response Piece 20

Chapter 8 Quiz 20

Time Management Analysis Assignment 20

Midterm Course Evaluation 10

Total Points Possible: 210

Prepare for Wednesday:

- 1) Read Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams
- 2) Review myBLUEprint handout and campus resource lists

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
1.2 Correctly use common college terminology
Terminal Objective 3: Demonstrate knowledge and understanding of learning styles
Terminal Objective 4: Demonstrate application of study skills
Terminal Objective 2: Develop and implement a time management plan
3.1 Demonstrate knowledge and understanding of primary learning styles
3.2 Identify their own primary learning styles
3.3 Identify their own secondary learning styles
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively
4.4 Reflect on implementation of study skills
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts



Instructor Overview

Topic: Time Management
Campus Resources

Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams
Review myBLUEprint and campus resource links

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 2: Develop and implement a time management plan		
Enabling Objectives	Domain	Taxonomy
2.1 Explain the rationale for and foundational elements of time management plans	C	U
2.2 Discuss previous time management habits and personal and social impacts	C/Af	U/An
2.3 Create a time management plan	P	Ap/Cr
2.4 Critically evaluate other students' time management plans	C	An/E
2.5 Implement and follow a time management plan	C/P	Ap/Cr
2.6 Utilize a technological time management aide of choice	C/P	Ap
2.7 Critically evaluate implementation of their own time management plan	C/Af	An/E
2.8 Revise time management plan as needed	C/P	Ap/E/Cr

Terminal Objective 6: Demonstrate knowledge and usage of campus resources		
Enabling Objectives	Domain	Taxonomy
6.1 Correctly identify campus resources and related functions	C	R/U
6.4 Understand and utilize myIPFW	C/P	U/Ap
6.5 Understand and utilize myBLUEprint	P	Ap

Terminal Objective 7: Demonstrate knowledge and understanding of academic options		
Enabling Objectives	Domain	Taxonomy
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors	C	R/U

10:00-10:15 Review

- Briefly recap previous day
- Ask about any concerns regarding Bb
- Check Bb submissions before class and give students guidance regarding any missing work

10:15-10:30

Discuss Time Management Planning (10 minutes)

- 1) Review Sample Time Management Plan
- 2) Discuss the importance of good time management
- 3) Review the qualities that comprise a good time management plan
- 4) Explain to students that we will create draft plans during the next class

10:30-10:40

Large Group Discussion (10 minutes)

Instructor should briefly review a sample of responses from time management analysis assignment submissions in preparation for this discussion.

- 1) Ask students what insights they discovered while completing the assignment
- 2) Discuss how those discoveries could be implemented into their time management plan

10:40-11:00

FIRST DRAFT Time Management Plan

Students will create the first draft of their time management plan and submit it via Bb. Students should draw upon their submissions in the time management analysis assignment when preparing their draft.

11:00-11:30

Time Management Plan Peer and Instructor Review (30 minutes)

- 1) Students should have submitted their first draft of their time management plan via Bb during class and have two printed copies for participation in peer review.
- 2) Randomly place students in groups of three and have them exchange their time management plan drafts.
- 3) Pull the sample time management plan on Bb up on the overhead.
- 4) Ask students to review their peers' plans and give feedback on how well the plans meet the assignment requirements and/or the sample time management plan. Peers must give three specific points of feedback and/or suggestions for improvement/revision.
- 5) Students must show their time management plan to their instructor for feedback before class ends. Students earn five points per plan that they thoroughly review (10 points total).
- 6) Students should revise their time management plan and submit the final draft before the next class meeting.

11:30-12:30 Lunch

12:30-1:30 CASA Workshop

1:30-1:45

Time Management Response Piece

Student will complete the Time Management Response Piece assignment in-class and submit it via Bb.

1:45-2:00

Instructor-led review of main concepts from chapter 11

2:00-2:30

Chapter 11 Discussion

Discussion (35 minutes): Since talking about stress can be stressful, this discussion should be led as a TPS (think-pair-share) activity to give students the structure and time they need to fully consider the discussion questions and talk about their experiences in a low-pressure way with a classmate before discussing with the group. Remind students only to share those things that they are comfortable talking about with in front of a large group. Give students 10 minutes to think and write their responses to the discussion questions, followed by 10 minutes of discussing their responses with a classmate of their choosing, followed by 20 minutes of large group discussion.

- 1) What are some of the primary stressors in your life that affect your ability to meet your goals at IPFW this semester?
- 2) How might your learning style affect your stress level? How may this be balanced?
- 3) How might your study skills affect your stress level? How may this be balanced?
- 4) How might your time management skills affect your stress level? How may this be balanced?

2:30-2:45

Review myBLUEprint (15 minutes)

- 1) Students should have some familiarity with myBLUEprint already, having used it during A&R and having reviewed it during their initial advising appointment.
- 2) Pull up myBLUEprint on the overhead and review the following functions with students:
 - How to log in, basic layout
 - How to “read” the audit
 - Creating a plan
 - Saving/printing/sharing a plan
 - Creating a “what if”

2:45-3:00

Review my.ipfw.edu (15 minutes)

- Students should already have familiarity with this resources
- Pull up my.ipfw.edu on the overhead and briefly review how to navigate it
- Encourage students to review my.ipfw.edu, as their assignment and quiz will require them to utilize resources on it
- Remind students that they should have the IPFW app if they have a smart phone or tablet



3:00-3:30

Review Pathways (15 minutes)

- Take pathways handouts to class
- Pull up each pathway on the overhead and review it, broadly
- Have students form groups based on pathway
- Students should discuss their major/minor plans and options within the pathway
- This should be an instructor/advisor-led discussion

3:30-3:45

Schedule Academic Advising Meeting (15 minutes)

Students have already scheduled a check-in meeting for the first three weeks of the semester. Now, they will schedule their midterm advising meeting, where they will discuss grades/classes and planning for spring term. Students may use smart phones, tablets, laptops, or come up to the instructor station to sign up for a course via AdvisorTrac. Appointments made at the instructor station should be scheduled by the instructor so that students do not have to log on/off.

3:45-4:30

Campus Resources Kahoot

Kahoot Discussion:

Facilitate discussion as appropriate during quiz game on items that students did not know well.

In-class activities: 95

- Peer Review Participation 10
- Time Management Response Piece 20
- FIRST DRAFT Time Management Plan 10
- CASA Workshop 20
- Chapter 11 Discussion Participation 10
- Campus Resources Discussion Participation 10
- Kahoot Participation 10
- Schedule Academic Advising Meeting 5

Due by 11:59 p.m. Wednesday: 70

- CASA Workshop Quiz 10
- Chapter 11 Quiz 20
- FINAL DRAFT Time Management Plan 10
- Research Assignment: Learning About Campus Resources 10
- Campus Resources Quiz 20

Total Points Possible: 165

IDIS 11000 Jump Start
Lesson Plan: 3 of 4



Prepare for Thursday:

- 1) Review Supplemental Reading/Links on Academics
- 2) Read: Chapter 10: Presenting in front of a crowd: learning to present your work in public
- 3) Review the goals assignment from earlier in the week and print two copies of the final draft you submitted and bring them to class

Student Overview: Jump Start Day 3

Topic: Time Management
Campus Resources

Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams
Review myBLUEprint and campus resource links

Approximate time to complete out-of-class items: 3 hours

10:00-10:15 Review
10:15-10:30 Discuss Time Management Planning
10:30-10:40 Large Group Discussion
10:40-11:00 FIRST DRAFT Time Management Plan
11:00-11:30 Time Management Plan Peer and Instructor Review
11:30-12:30 Lunch
12:30-1:30 CASA Workshop
1:30-1:45 Time Management Response Piece
1:45-2:30 Chapter 11 Discussion
2:30-2:45 Review myBLUEprint
2:45-3:00 Review my.ipfw.edu
3:00-3:30 Review Pathways
3:30-3:45 Schedule Academic Advising Meeting
3:45-4:30 Campus Resources Game and Discussion

In-class activities: 95

Peer Review Participation 10
Time Management Response Piece 20
FIRST DRAFT Time Management Plan 10
CASA Workshop 20
Chapter 11 Discussion Participation 10
Campus Resources Discussion Participation 10
Kahoot Participation 10
Schedule Academic Advising Meeting 5

Due by 11:59 p.m. Wednesday: 90

IDIS 11000 Jump Start
Lesson Plan: 3 of 4



CASA Workshop Quiz 10
Chapter 11 Quiz 20
FINAL DRAFT Time Management Plan 10
Research Assignment: Learning About Campus Resources 10
Campus Resources Response Piece 20
Campus Resources Quiz 20

Total Points Possible: 185

Prepare for Thursday:

- 4) Review Supplemental Reading/Links on Academics
- 5) Read: Chapter 10: Presenting in front of a crowd: learning to present your work in public
- 6) Review the goals assignment from earlier in the week and print two copies of the final draft you submitted and bring them to class

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Implement and follow a time management plan
2.6 Utilize a technological time management aide of choice
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed
6.1 Correctly identify campus resources and related functions
6.4 Understand and utilize myIPFW
6.5 Understand and utilize myBLUEprint
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors

Notes
<ul style="list-style-type: none">-Daily folders become available to students at 2:00 p.m. the day prior-Encourage students to not wait until the last minute to complete the quizzes and supplemental reading due for next class.-Instructors should read the assigned readings and take notes to prepare for discussion and activities.-Double-check Bb for all required items 48 hours in advance.-Jump Start course removes CASA tutoring requirement

Student Overview: Jump Start Day 3

Topic: Time Management
Campus Resources

Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams
Review myBLUEprint and campus resource links

Approximate time to complete out-of-class items: 3 hours

10:00-10:15 Review
10:15-10:30 Discuss Time Management Planning
10:30-10:40 Large Group Discussion
10:40-11:00 FIRST DRAFT Time Management Plan
11:00-11:30 Time Management Plan Peer and Instructor Review
11:30-12:30 Lunch
12:30-1:30 CASA Workshop
1:30-1:45 Time Management Response Piece
1:45-2:30 Chapter 11 Discussion
2:30-2:45 Review myBLUEprint
2:45-3:00 Review my.ipfw.edu
3:00-3:30 Review Pathways
3:30-3:45 Schedule Academic Advising Meeting
3:45-4:30 Campus Resources Game and Discussion

In-class activities: 95

Peer Review Participation 10
Time Management Response Piece 20
FIRST DRAFT Time Management Plan 10
CASA Workshop 20
Chapter 11 Discussion Participation 10
Campus Resources Discussion Participation 10
Kahoot Participation 10
Schedule Academic Advising Meeting 5

Due by 11:59 p.m. Wednesday: 90

CASA Workshop Quiz 10
Chapter 11 Quiz 20
FINAL DRAFT Time Management Plan 10
Research Assignment: Learning About Campus Resources 10
Campus Resources Response Piece 20
Campus Resources Quiz 20

Total Points Possible: 185

Prepare for Thursday:

- 1) Review Supplemental Reading/Links on Academics
- 2) Read: Chapter 10: Presenting in front of a crowd: learning to present your work in public
- 3) Review the goals assignment from earlier in the week and print two copies of the final draft you submitted and bring them to class

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Implement and follow a time management plan
2.6 Utilize a technological time management aide of choice
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed
6.1 Correctly identify campus resources and related functions
6.4 Understand and utilize myIPFW
6.5 Understand and utilize myBLUEprint
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors

IDIS 11000 Jump Start
Lesson Plan: 4 of 4



Instructor Overview

Topic: Academics

Goals

Professional Communication Skills

Course Wrap-up

Reading: Supplemental handouts/links available via Bb

Chapter 10: Presenting in front of a crowd: learning to present your work in public

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 2: Develop and implement a time management plan Terminal Objective 4: Demonstrate application of study skills Terminal Objective 5: Set personal and academic goals Terminal Objective 6: Demonstrate knowledge and usage of campus resources Terminal Objective 7: Demonstrate knowledge and understanding of academic options Terminal Objective 8: Identify professional communication skills that positively impact their academic goals		
Enabling Objectives	Domain	Taxonomy
2.7 Critically evaluate implementation of their own time management plan	C/P	U/AP
2.8 Revise time management plan as needed	C/P	Ap/E/Cr
4.4 Reflect on implementation of study skills	C/Af	R/U/An
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals	C	R/U
5.2 Identify primary personal motivating factors	C/Af	Ap
5.3 Create personal goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.4 Create academic goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.5 Critically evaluate and assess classmates' goals	C	An/E
6.3 Understand and utilize the Bulletin	C/P	U/AP
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors	C	R/U
7.2 Correctly identify important dates related to academic progress and options	C	R/U
8.2 Explore the impact of culture on professional communication skills	C/Af	R/U/Ap
8.4 Reflect on the impact of their own professional communication	C/Af	An/Ev

10:00-10:20 Review

- Briefly recap previous day
- Ask about any concerns regarding Bb
- Check Bb submissions before class and give students guidance regarding any missing work
- Pathways: brief follow-up on the Pathways discussion from the previous week
- Academic Calendar:
 - pull up the academic calendar and show students how to use this resource
 - pull up the SSP advising syllabus and review important dates and deadlines

10:20-10:45 Bulletin

- display Bulletin on the overhead
- show students how to find information on academic majors and minors
- explain which Bulletin students should use and why that is important
 - Ask: What is the difference between the degree requirements listed in the Bulletin and myBLUEprint? What should students do if they notice a discrepancy?
- click on and review/lead discussion on the following topics in the Bulletin:
 - 1) Program Descriptions 6) Academic Standing
 - 2) Course Descriptions 7) Degrees
 - 3) Academic Honesty 8) Transcripts
 - 4) Grades 9) Grade Appeals
 - 5) Grade Point Averages 10) Code of Student Rights, Responsibilities, and Conduct

10:45-11:00 Academics Kahoot

The Academics Kahoot may be found in the day four folder in Bb. It is hidden so that only instructors can access it.

Kahoot Discussion:

Facilitate discussion as appropriate during quiz game on items that students did not know well.

11:00-11:30 Bulletin Scavenger Hunt Assignment

Students will complete the Bulletin Scavenger Hunt Assignment individually in class. They may need to finish during lunch.

11:30-12:30 Lunch

12:30-1:00 Academics Quiz

Students will complete the Academics Quiz individually in class.

1:00-1:15 Goal Review

Brief, instructor-led review of SMART and DAPPS guidelines from modules one and two

1:15-2:00 Goal Peer Review

Place students into groups of three, explain that this activity is intended to help them revise and strengthen their goals, due before the next class meeting.

- 1) Briefly review your goals from earlier in the term and take 5 minutes to write down some notes on the following individually:
 - a. What progress have you made on your goals?
 - b. If you have not made progress, why have you not?
 - c. What do you think you should have done differently in formulating your goals, if anything? Why?
- 2) Students should trade goals with two other students (those who did not bring printed copies to class cannot participate in the activity and should spend this time in a small group discussing goals for ½ participation).
- 3) Students should critically analyze one another's goals and provide feedback and should add their name to the peer's paper as "reviewer"
- 4) Students must show the instructor the feedback they received. Students earn 10 points for bringing two copies of their goals assignment and 5 points per review, for a total of 20 points.

2:00-2:15 Goal Large Group Discussion

- a. How have your goals changed or evolved this week?
- b. What do you think you should have done differently in formulating your goals, if anything? Why?

2:15-3:15 Impromptu Presentations/Discussion

- 1) Ask students to spend one minute individually preparing for an impromptu presentation
 - a. Divide students into groups, each getting one set of conversation dice (for variety)
 - b. Students will choose one conversation dice one minute before they speak
 - c. Students will spend one minute preparing their presentation and may use notes
- 2) Student presentations will be timed at 1 minute
 - a. Select one student to be the time keeper
 - b. Time keepers should give each student a signal when they have 10 seconds left
 - c. Students will not be permitted to continue after the 1 minute mark
 - d. Students should move quickly between presenters to allow time for all presentations and large group discussion to follow
- 3) Instructors will grade presentations according to the presentation rubric
 - a. Students may pick up presentation rubrics the following week
- 4) Instructor will provide each group with enough printed copies of the rubric so that all group members may assess each group member's participation. Students must include their name as evaluator and include the speaker's name on each form and pass them in before leaving for participation points.
- 5) Presentation/Chapter 10 Discussion:

Once presentations are complete, lead a large group discussion on what the class did well, overall, and what areas needed improvement, based on concepts from chapter 10.

3:15-3:30 Chapter 10 Quiz

Students will complete the Chapter 10 quiz individually in class

3:30-4:30 Final Exam

Students will complete the Final Exam individually in class. Students should be encouraged to move forward with the Reflection Response Piece and Campus Events assignments, which are due this evening, if class is ahead of schedule or they finish the final exam early.

In-class activities: 250

- Review and Bulletin Discussion Participation 10
- Bulletin Scavenger Hunt 20
- Academics Kahoot Participation 10
- Academics Quiz 30
- Goal Peer Review 20
- Goal Large Group Discussion Participation 10
- Presentation Peer Review 20
- Impromptu Presentations 20
- Chapter 10 Quiz 10
- Final Exam 100

Due by 11:59 p.m. Thursday: 155 (+10 points extra credit)

- Campus Events Assignment 100
- Reflection Response Piece 50
- Student Survey 5
- End of Term Evaluation Extra Credit 10

Total Points Possible: 405

Student Overview: Jump Start Day 4

Topic: Academics

- Goals
- Professional Communication Skills
- Course Wrap-up

Reading: Supplemental handouts/links available via Bb

Chapter 10: Presenting in front of a crowd: learning to present your work in public

Approximate time to complete out-of-class items: 2 hours

10:00-10:20 Review

10:20-10:45 Bulletin

10:45-11:00 Academics Kahoot

11:00-11:30 Bulletin Scavenger Hunt Assignment

11:30-12:30 Lunch

Students may need to finish the Bulletin Scavenger Hunt Assignment during lunch!

12:30-1:00 Academics Quiz

1:00-1:15 Goal Review

IDIS 11000 Jump Start
Lesson Plan: 4 of 4



1:15-2:00 Goal Peer Review (requires two printed copies of the final draft of the goals assignment)
2:00-2:15 Goal Large Group Discussion
2:15-3:15 Impromptu Presentations/Discussion
3:15-3:30 Chapter 10 Quiz
3:30-4:30 Final Exam

In-class activities: 250

Review and Bulletin Discussion Participation 10
Bulletin Scavenger Hunt 20
Academics Kahoot Participation 10
Academics Quiz 30
Goal Peer Review 20
Goal Large Group Discussion Participation 10
Presentation Peer Review 20
Impromptu Presentations 20
Chapter 10 Quiz 10
Final Exam 100

Due by 11:59 p.m. Thursday: 155 (+10 points extra credit)

Campus Events Assignment 100
Reflection Response Piece 50
Success Survey 5
End of Term Evaluation Extra Credit 10

Total Points Possible: 405

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
Objective 4: Demonstrate application of study skills
Objective 5: Set personal and academic goals
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
Objective 8: Identify professional communication skills that positively impact their academic goals
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed
4.4 Reflect on implementation of study skills
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines

IDIS 11000 Jump Start
Lesson Plan: 4 of 4



5.5 Critically evaluate and assess classmates' goals
6.3 Understand and utilize the Bulletin
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors
7.2 Correctly identify important dates related to academic progress and options
8.2 Explore the impact of culture on professional communication skills
8.4 Reflect on the impact of their own professional communication

Notes
<p>-Daily folders become available to students at 2:00 p.m. the day prior</p> <p>-Encourage students to not wait until the last minute to complete the quizzes and supplemental reading due for next class.</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Double-check Bb for all required items 48 hours in advance.</p> <p>-Jump Start course removes CASA tutoring requirement</p>

Student Overview: Jump Start Day 4

Topic: Academics

Goals

Professional Communication Skills

Course Wrap-up

Reading: Supplemental handouts/links available via Bb

Chapter 10: Presenting in front of a crowd: learning to present your work in public

Approximate time to complete out-of-class items: 2 hours

10:00-10:20 Review

10:20-10:45 Bulletin

10:45-11:00 Academics Kahoot

11:00-11:30 Bulletin Scavenger Hunt Assignment

11:30-12:30 Lunch

Students may need to finish the Bulletin Scavenger Hunt Assignment during lunch!

12:30-1:00 Academics Quiz

1:00-1:15 Goal Review

1:15-2:00 Goal Peer Review (requires two printed copies of the final draft of the goals assignment)

2:00-2:15 Goal Large Group Discussion

2:15-3:15 Impromptu Presentations/Discussion

3:15-3:30 Chapter 10 Quiz

3:30-4:30 Final Exam

In-class activities: 250

Review and Bulletin Discussion Participation 10

Bulletin Scavenger Hunt 20

Academics Kahoot Participation 10

Academics Quiz 30

Goal Peer Review 20

Goal Large Group Discussion Participation 10

Presentation Peer Review 20

Impromptu Presentations 20

Chapter 10 Quiz 10

Final Exam 100

Due by 11:59 p.m. Thursday: 155 (+10 points extra credit)

Campus Events Assignment 100

Reflection Response Piece 50

Success Survey 5

End of Term Evaluation Extra Credit 10

Total Points Possible: 405

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan Objective 4: Demonstrate application of study skills Objective 5: Set personal and academic goals Objective 6: Demonstrate knowledge and usage of campus resources Objective 7: Demonstrate knowledge and understanding of academic options Objective 8: Identify professional communication skills that positively impact their academic goals
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed
4.4 Reflect on implementation of study skills
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals
6.3 Understand and utilize the Bulletin
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors
7.2 Correctly identify important dates related to academic progress and options
8.2 Explore the impact of culture on professional communication skills
8.4 Reflect on the impact of their own professional communication

IDIS 11000 Lesson Plan 17.18

Week: 1

Lesson: 1 of 2



Instructor Overview: Week 1

Topic: College Terminology and Goals

Reading: College Terminology (supplemental reading), Syllabus

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 1: Know and understand college terminology		
Enabling Objectives	Domain	Taxonomy
1.1 Correctly identify common college terminology	C	R/U
1.2 Correctly use common college terminology	C	Ap

Activities:

1) Ice breaker/introductions (15 minutes)

Choose one:

Icebreaker 1: Briefly introduce yourself, your role at IPFW, your professional experience, and the purpose of the course. Have students introduce themselves by first name. Time students as they line up by birthday (month and day only) around the perimeter of the room **without speaking or making any vocalizations**. Once they are in order, have them say their birth month and day out loud to make sure they were correct. Share the time. Once they return to their seats, lead a discussion on the following:

- 1) Did you succeed in getting everyone in order?
- 2) What made that difficult? What went well/what did not go well?
- 3) What do you think about your time? What would have made things go more quickly?
- 4) What would you do differently?

Repeat the activity, timing students again. Once they are finished, share the time and lead a discussion on the following:

- 1) What was different this time? Why?

Students will likely share that the activity was familiar, they already knew where they were supposed to go, they talked about what could have been done differently, used resources more



wisely, had a different approach, etc. Explain how this is an analogy for transition into or transfer into college.

Icebreaker 2: Briefly introduce yourself, your role at IPFW and your professional experience. Have students pair up with someone they have not met before IPFW (they could have met at A&R or NSO). Students will have five minutes (give them a reminder to switch at the 2 ½ minute mark) to share the following with the person they are paired with:

- 1) *Name*
- 2) *What is most exciting about starting at IPFW?*
- 3) *What do you think your biggest strength will be this semester?*
- 4) *What do you think your biggest challenge will be this semester?*

In the larger group, students will introduce the person they are paired with and the responses to their questions. Instructors should welcome each student by name after they have been introduced. Instructors should point out common themes in the responses to the questions and how we will address those in this class.

2) In-class review of syllabus (15 minutes)

- a. Show students how to access and navigate Bb (including dates and module folders) and pull up a copy of the syllabus.
- b. Briefly discuss the purpose of the syllabus, instructor/advisor contact information, and key points. Key points include: course goals, main grading categories and weights, attendance, late work policy, diversity policy, academic honesty policy, and how to read the calendar.
- c. Remind students that they should read/review the assigned readings before class and must complete quizzes and assignments by the deadline via Bb.
- d. Advise students to review the syllabus in greater detail independently and complete the syllabus/introductory quiz via Bb before the next class meeting.

3) In-class review of college terms/discussion (15 minutes)

Pull up the "College Terms Map" in Bb and lead a class discussion on the most common and/or perplexing terms.

Once the discussion is complete, show students where the map and glossary documents are located, as they will need to use them for the quiz.

4) Discussion of CASA Workshops

- a. Play the workshop introduction video
- b. Explain CASA services and the purpose of the collaboration
- c. Share workshop topics and schedule for week one and week two
- d. Explain the requirements:
 1. Students must attend one workshop during week one
 2. Students must attend one workshop during week two

IDIS 11000 Lesson Plan 17.18

Week: 1

Lesson: 1 of 2



3. Students must complete a workshop quiz after the workshop, by the Sunday after they attended
4. Students may attend one additional workshop and quiz each week for extra credit
5. Weeks three through eight, students must attend one hour of tutoring, writing, or public speaking support in CASA and may attend one additional hour for extra credit
6. Students must complete the CASA Planning Survey before the next class meeting
7. Grades will be recorded based on CASA sign-in/sign-out data, so be sure students understand that they must sign-in when they use services

Discussion: All discussion is built into activities for this lesson.

Assignments:

CASA Workshop (one required this week)

CASA Workshop Quiz (due by Sunday)

Assessments:

College Terms Quiz (due by start of next class meeting)

Introduction/Syllabus Quiz (due by start of next class meeting)

Points Possible: 100 (+30 points extra credit)

Participation 10

Introductory/Syllabus Quiz 20

College Terminology Quiz 30

CASA Planning Survey 10

CASA Workshop 20

CASA Workshop Quiz 10

Extra Credit CASA Workshop 20

Extra Credit CASA Workshop Quiz 10

Student Overview: Week 1

Topic: College Terminology and Goals

Reading: None prior to class. Review syllabus and college terminology after class.

Assignments/Assessments:

Introductory/Syllabus Quiz (due by start of next class meeting)

College Terminology Quiz (due by start of next class meeting)

CASA Workshop (one required this week)

CASA Workshop Quiz (due by Sunday)

Points Possible: 100 (+30 points extra credit)

Participation 10

Introductory/Syllabus Quiz 20

IDIS 11000 Lesson Plan 17.18

Week: 1

Lesson: 1 of 2



College Terminology Quiz 30
CASA Planning Survey 10
CASA Workshop 20
CASA Workshop Quiz 10
Extra Credit CASA Workshop 20
Extra Credit CASA Workshop Quiz 10

Objectives:

Primary Objective 1: Know and understand college terminology
1.1 Correctly identify common college terminology
1.2 Correctly use common college terminology
Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
1.2 Correctly use common college terminology

Notes	Adaptations for Online Course
<p>-Encourage students to not wait until the last minute to complete the quizzes and supplemental reading due for next class.</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates. Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p> <p>-Jump Start course removes CASA tutoring requirement</p>	<p>-Self-introduction discussion board instead of icebreaker, encourage students to respond via video or post an (appropriate) photo and respond to the following:</p> <ol style="list-style-type: none">1) Name2) What is most exciting about starting at IPFW?3) What do you think your biggest strength will be this semester?4) What do you think your biggest challenge will be this semester? <p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Instructor video on instructor/syllabus intro</p> <p>-Instructor video on college terms</p> <p>-Welcome announcement, mid-week reminder</p>

IDIS 11000 Lesson Plan 17.18

Week: 1

Lesson: 2 of 2



Instructor Overview

Topic: College Terminology and Goals

Reading: Chapter 1: Getting into it: becoming an active, creative learner

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr
Terminal Objective 5: Set personal and academic goals		
Enabling Objectives	Domain	Taxonomy
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals	C	R/U
5.2 Identify primary personal motivating factors	C/Af	Ap
5.3 Create personal goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.4 Create academic goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.5 Critically evaluate and assess classmates' goals	C	An/E

Activities:

Chapter 1 Discussion (20 minutes)

Introduce Goals

Chapter 1 Discussion:

- 1) What concept(s) did you find most useful from this chapter?
- 2) What is the difference between active learning and passive learning?
- 3) What are some subjects you feel good about and how can you incorporate active learning strategies?
- 4) What are some subjects you find difficult and how can you incorporate active learning strategies?

Introduce Goals:

- 1) Pull up the graphics for SMART and DAPPS goals and review with students
- 2) Create an instructor-led sample SMART goal for a non-academic endeavor as a class to give students practice in creating SMART goals (students may not use this example in their assignment)
- 3) Create an instructor-led sample DAPPS goal for a non-academic endeavor as a class to give students practice in creating DAPPS goals (students may not use this example in their assignment)

IDIS 11000 Lesson Plan 17.18

Week: 1

Lesson: 2 of 2



Reminders:

Attend at least one CASA workshop this week and complete the quiz
FIRST DRAFT of Goals Assignment (due at the start of next class, bring two copies)
Chapter 1 and Goals quiz (due by start of next class)
Schedule advising meeting
Look ahead at syllabus and weekly overviews

Assignments:

Schedule academic advising meeting (via AdvisorTrac)

Assessments:

Student Success Survey

Total Points Possible: 25

Discussion Participation 10
Schedule academic advising meeting 10
Student Success Survey 5

Student Overview

Topic: College Terminology and Goals

Reading: Chapter 1: Getting into it: becoming an active, creative learner

Assignments/Assessments:

Schedule academic advising meeting (via AdvisorTrac)
Student Success Survey

Total Points Possible: 25

Discussion Participation 10
Schedule academic advising meeting 10
Student Success Survey 5

Objectives:

Objective 5: Set personal and academic goals
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals 5.2 Identify primary personal motivating factors 5.3 Create personal goals that follow SMART or DAPPS guidelines 5.4 Create academic goals that follow SMART or DAPPS guidelines 5.5 Critically evaluate and assess classmates' goals
Common Objectives Spanning the Course
1.2 Correctly use common college terminology 6.2 Utilize CASA services 6.6 Learn about campus events

IDIS 11000 Lesson Plan 17.18

Week: 1

Lesson: 2 of 2



6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills

Notes	Adaptations for Online Course
<p>-Please note that assignment and quiz due dates for week one follow a pattern that is different from the rest of the term, as students have not had time in advance to prepare during week one</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	<p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Instructor video on chapter 1</p> <p>-Instructor video on goals</p> <p>-Announcements</p>

IDIS 11000 Student Overview: Week 1, Meeting 1

Topic: College Terminology and Goals

Reading: None prior to class. Review syllabus and college terminology after class.

Assignments/Assessments: Introductory/Syllabus Quiz (due by start of next class meeting)
 College Terminology Quiz (due by start of next class meeting)
 CASA Workshop (one required this week)
 CASA Workshop Quiz (due by Sunday)

Points Possible: 100 (+30 points extra credit)

Participation 10
Introductory/Syllabus Quiz 20
College Terminology Quiz 30
CASA Planning Survey 10
CASA Workshop 20
CASA Workshop Quiz 10
Extra Credit CASA Workshop 20
Extra Credit CASA Workshop Quiz 10

IDIS 11000 Student Overview: Week 1, Meeting 2

Topic: College Terminology and Goals

Reading: Chapter 1: Getting into it: becoming an active, creative learner

Assignments/Assessments: Schedule academic advising meeting (via AdvisorTrac)
 Student Success Survey (due by Sunday)

Total Points Possible: 25

Discussion Participation 10
Schedule academic advising meeting 10
Student Success Survey 5

Objectives:

Objective 5: Set personal and academic goals
1.1 Correctly identify common college terminology 1.2 Correctly use common college terminology 5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals 5.2 Identify primary personal motivating factors 5.3 Create personal goals that follow SMART or DAPPS guidelines 5.4 Create academic goals that follow SMART or DAPPS guidelines 5.5 Critically evaluate and assess classmates' goals
Common Objectives Spanning the Course
1.2 Correctly use common college terminology 6.2 Utilize CASA services 6.6 Learn about campus events 6.7 Meet with academic advising a minimum of two times during the term 8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public 8.3 Practice professional communication skills

IDIS 11000 Online Student Overview Week 1

Topic: College Terminology and Goals

Approximate time to complete all items: 3 hours

Reading:

Review syllabus and college terminology

Chapter 1: Getting into it: becoming an active, creative learner

Assignments/Assessments:

Introductory/Syllabus Quiz (due by Sunday)

College Terminology Quiz (due by Sunday)

CASA Workshop Attendance (due by Friday)

CASA Workshop Quiz (due by Sunday)

Discussion Boards: A, B (initial post due by Friday, two replies to classmates due by Sunday)

CASA Planning Survey (due by Sunday)

Schedule academic advising meeting (via AdvisorTrac, due by Sunday)

Points Possible: 155 (+30 points extra credit)

Discussion Board A 10

Discussion Board B 10

Introductory/Syllabus Quiz 20

College Terminology Quiz 30

CASA Planning Survey 10

CASA Workshop 20

CASA Workshop Quiz 10

Schedule academic advising meeting 10

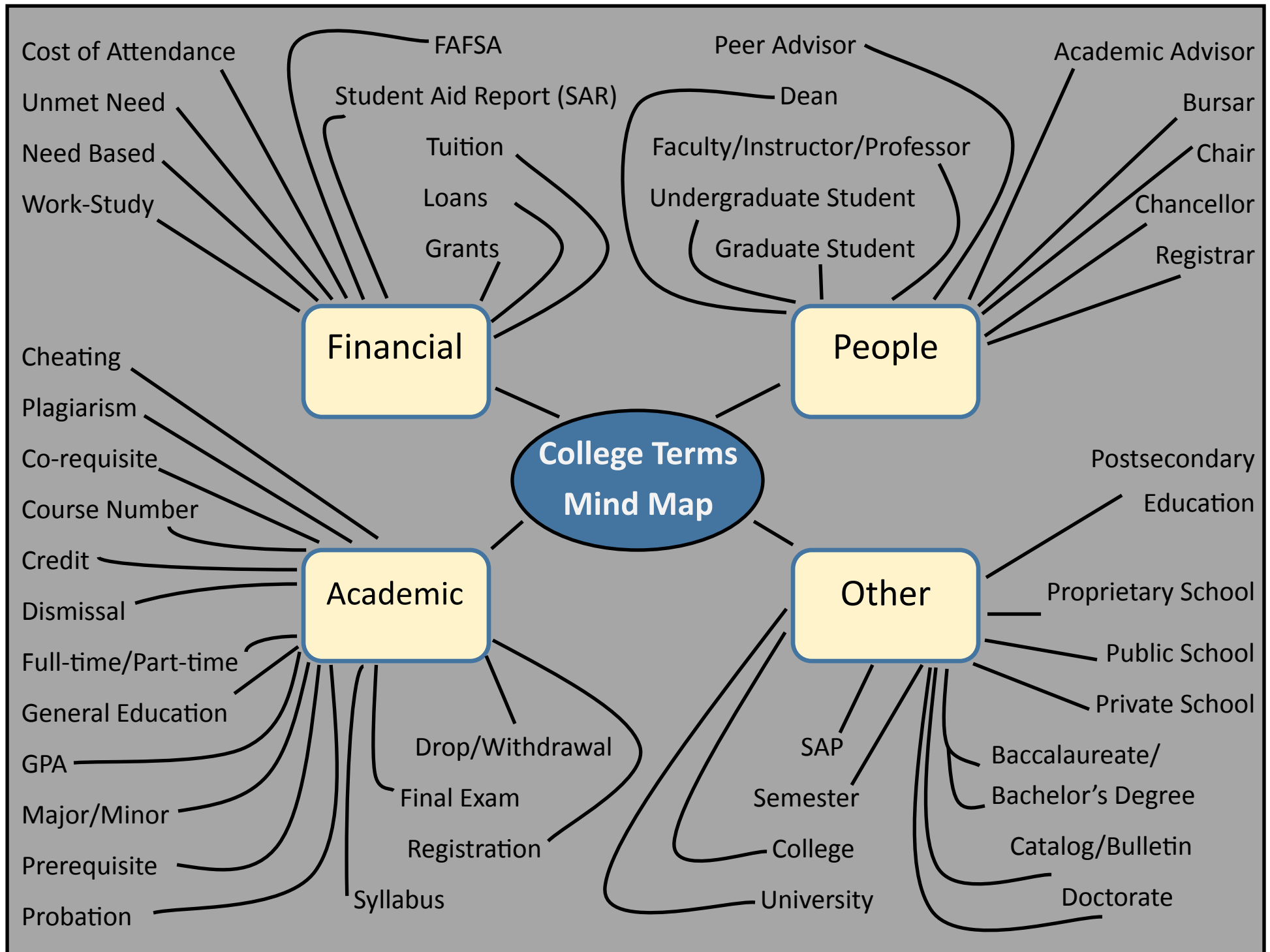
Student Success Survey 5

Extra Credit CASA Workshop 20

Extra Credit CASA Workshop Quiz 10

Objectives:

Objective 5: Set personal and academic goals
1.1 Correctly identify common college terminology 1.2 Correctly use common college terminology 5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals 5.2 Identify primary personal motivating factors 5.3 Create personal goals that follow SMART or DAPPS guidelines 5.4 Create academic goals that follow SMART or DAPPS guidelines 5.5 Critically evaluate and assess classmates' goals
Common Objectives Spanning the Course
1.2 Correctly use common college terminology 6.2 Utilize CASA services 6.6 Learn about campus events 6.7 Meet with academic advising a minimum of two times during the term 8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public 8.3 Practice professional communication skills



Indiana College Network Glossary of Higher Education and Distance Learning Terms

Admission

Entry to a particular program or institution that is formally granted by the institution after a student meets set requirements.

Advisor/advising

Person/act of directing a student toward the course or courses necessary to achieve the students educational goal.

Asynchronous communication or interaction

Any act of exchanging information involving a delay between the sending and receiving of the message.

Associates degree

Degree program requiring 60+ hours of specified course work.

Bachelors or baccalaureate degree

The degree of bachelor of arts or bachelor of science, typically requiring 120 hours of specified course work.

Bursar

Campus office where student tuition and fee payments are made.

Campus

A specific geographic location of a college or university where on-site classes are offered. Many Indiana universities and colleges have campuses at more than one location.

Course description

Statement of what the course will cover.

Credit course

A class with specified learning goals which the student is required to meet in order to pass the course and that may be applied toward the fulfillment of degree requirements at a college or university.

Degree program

An organized sequence of classes that leads to the awarding of a college degree at the undergraduate or graduate level.

Delivery method

Means by which a course is made accessible to the distance student. Delivery methods include closed-circuit television at a receive site, two-way video conferencing, cable, videotape, the Internet, computer disk, or by mail.

Distance education

A formal learning activity which occurs when students and instructor are separated by geographic distance or by time, often supported by communications technology such as television, videotape, computers or mail.

Drop/withdrawal

Student option for not continuing enrollment in a course. Student receives a full or partial refund of tuition and fees if the drop or withdrawal is completed by a certain date near the beginning of the semester.

Faculty

Instructors or professors of higher education course work. A group term: one college instructor or professor is a member of the faculty.

Fees/costs

Payment required for itemized services or materials related to higher education classes.

Final exam

Tests often given at the end of a course to assess mastery of course material.

Financial aid

Money available from various sources and under various conditions to students needing assistance to pay tuition and educational expenses. The term covers both grants and loans.

Graduate course

A credit course that may be applied to a graduate degree (that is, a masters or other professional degree, usually requiring at least 30 hours of work beyond the bachelors degree).

Home institution (HI)

Where the students records are maintained and where he or she can pursue a degree or program of study.

Independent study

Courses which allow students to work independently at their own pace, usually with a time limit for completion, such as 6 months or one year.

Noncredit

A class contributing to personal or professional development rather than applying toward a college degree. Such classes typically meet once or several times rather than for an entire semester.

Parallel course

Course that must be taken the same semester as another for full credit.

Prerequisite(s)

Requirement(s) necessary before a student can take a particular class.

Professional development

Courses offered to improve knowledge and skills in a specific professional area. For instance, nurses might take additional courses in health-related topics as professional development.

Registrar's office

Campus office where student registration and records are compiled and maintained.

Registration

The act of enrolling in a specific course.

Syllabus

Outline of what material a specific course will cover, on what schedule, with what assignments; usually distributed at the first class of the semester (plural: syllabi).

Transferability

The extent to which a course taken from one campus may be accepted by another campus. Whether full or partial transfer of the credit is possible depends on such factors as whether the receiving campus offers an equivalent or similar course at comparable levels of academic expectation for learning. Academic advisors and campus coordinators have information about whether and how specific courses will transfer to their institutions and degree programs.

Transcript

Student record of grades, courses completed, and advancement toward a degree or toward the completion of a program.

Tuition

Payment required for enrollment in a course.

Undergraduate course

A for-credit course that may be applied to an undergraduate degree (that is, a two-year college degree, often referred to as an associates degree, or a four-year college degree, often referred to as a bachelors degree).



Learn the Lingo — A Glossary of College Terms

INFO SERIES IS-54

You may come across some unfamiliar words and phrases as you consider education beyond high school. Here is a glossary of definitions that may help you make sense of them.

Academic Advisor: The person at a college who helps a student decide what classes to take, when to take them, how many credits to take, what major to pursue, etc.

Academic Honors Diploma: A special high school diploma awarded by the state of Indiana for high academic achievement. This diploma may qualify you for special college scholarships and more state financial assistance.

Academic Standards: College standards, such as a certain grade point average, that students must maintain in order to remain in good standing with the college.

Academic Year: Each institution's annual schedule. Academic years are usually divided into quarters, semesters or trimesters. See *Calendar*.

Accredited: Colleges and schools must meet requirements in academic programs, facilities, teaching, etc. to be certified by accrediting agencies. Usually, colleges must be accredited for their students to receive financial aid.

Achievement Tests: Standardized tests given by the College Board in several high school subjects. Colleges look at scores when making decisions about admission and course placement. These tests are not required by most schools.

ACT: See *American College Testing Program*.

Admission Requirements: Students who want to attend a college must meet that college's specific requirements to be considered for admission. These may include high school grade point average, standardized test scores, high school courses, etc.

Admissions Tests: See *Standardized Admission Tests*.

Advanced Credit: Some colleges offer tests for advanced college credit. Students who receive a high score on these tests can earn credit in specific subject areas and may skip to higher-level courses.

Advanced Placement (AP): College-level courses (designed by the College Board) offered in high school. Students may take an AP test at the completion of these courses. Students with high scores on these tests can be placed in upper-level college courses and may receive college credit for beginning-level courses.

Advanced or Early Registration: A period of time set by colleges during which students can register early for classes.

Alumni: People who have graduated from a college.

American College Testing (ACT) Program: A company that produces standardized admissions tests, including the ACT and PLAN. Some colleges use ACT scores to determine admission eligibility. See *Standardized Admissions Tests*, *Scholastic Assessment Test I*.

Application Fee: A charge to process a student's admission application. In some cases, this fee is waived if a student shows financial need.

Apprenticeship: Training programs that combine on-the-job and course work. The result is certified skills in specific trades. Apprentices are usually paid for their training.

Articulation Agreement: An agreement between two schools that allows course credit at one school to be accepted or transferred and applied toward a degree or certificate at another school.



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and Postsecondary
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Arts and Sciences: A group of academic studies that may include fine arts, languages, social sciences, natural sciences and humanities. The group may be called a division, college or school; for example, the College of Arts and Sciences at State University.

Associate Instructor (AI): See *Teaching Assistant*.

Associate's Degree: The degree granted by colleges after students complete a two-year, full-time program of required courses or its part-time equivalent. These degrees are offered by many kinds of colleges, including community colleges, technical colleges and colleges and universities that offer bachelor's degrees.

Baccalaureate or Bachelor's Degree: The degree granted by a college or university after students have satisfactorily completed a four- or five-year, full-time program of required courses or its part-time equivalent. Students usually receive a Bachelor's of Arts or Bachelor's of Science degree.

Board of Trustees: The policy-making and governing body of a college.

Bursar: The person or office in charge of money at a college. Students pay the bursar for tuition and room and board.

Calendar: How a college divides a year for classes and grading. Calendars usually run from August to May or September to June, with an additional summer calendar. See *Academic Year, Quarter, Semester, Trimester*.

Campus: The grounds, class buildings and residence halls of a college.

Career Plan: A set of steps to be followed over a period of time to get a desired job.

Catalog: A college's book of general information about classes, faculty, costs and admission and degree requirements.

Certificate: A document granted by colleges after completion of study for a specific occupation. Certificates usually require a six-month to one-year, full-time program of required courses, or its part-time equivalent.

Certificate of Technical Achievement: A certificate, similar to a report card, that can be updated during and after high school. It is awarded to students who master specific technical skills and knowledge.

Chair: The highest administrator of an academic department; usually a professor.

Chancellor: Chief administrator of a college campus; called a "president" at some schools.

Coeducational: Both men and women being included in a program or facility; for instance, being able to attend the same college or live in the same residence hall.

College: A school offering studies that lead to an academic degree. A college can be part of a larger university system, or stand alone. Colleges not in a university system usually do not offer graduate degrees.

College Board: Nonprofit association made up of college, schools, universities and other educational organizations. College Board administers the SAT, PSAT/NMSQT tests and Advanced Placement. See *SAT I, PSAT/NMSQT, Advanced Placement*.

College Scholarship Service (CSS): This service processes a supplemental financial aid application called the Profile. Some colleges and

universities require the Profile in addition to other financial aid forms. This is a College Board service that students must pay for. See *Profile Application*.

Commencement: Graduation ceremony to recognize students who have completed degree requirements.

Community College: College that offers programs (usually two years or less for full-time students) leading to certificates or associate's degrees. These programs prepare students for immediate employment or for transfer to a college or university offering bachelor's degrees. Indiana's community college is the Community College of Indiana (CCI) – a partnership between Ivy Tech and Vincennes.

Commuter Student: A student who does not live on-campus, but travels to campus to take classes.

Competitive Admission Policy: See *Selective Admission Policy*.

Conditional Admission: A college may admit students who have not met all the admission requirements. To remain, these students must fulfill specified requirements before or during their enrollment.

Consortium: In education, an agreement between schools that enables students who attend one school to attend class and use resources at another school.

Cooperative (Co-op) Education: A program in which a student combines employment and study in a career field.

Core Classes: Classes that all students in a major program or college are required to take.

Core 40: A high school program of study in Indiana. Indiana four-year

colleges and universities require Core 40 classes for admission.

Corequisite: A required class or lab taken with a related course.

Correspondence Course: A class in which students receive lessons in the mail and send completed assignments to instructors. Correspondence is an example of distance education. See *Distance Education* and *Independent Study*.

Course: Another name for “class.”

Course Evaluation: A survey, given to students, usually at the end of a semester. Students give their opinions about the instructor and the course.

Course Number: Numbers assigned to courses to show their level of difficulty or depth/breadth of study. For example, a 100-level course is less difficult or broader in scope than a 200-level course.

Credit: How schools measure a student’s progress toward a diploma or degree. The number of credits assigned to a course depends, in part, on how much time is spent in class each week. For example, most courses offered by colleges on semester calendars are worth three credits. Credits are also referred to as “credit hours” or simply, “hours.”

Curriculum: The available courses in a program of study at a specific college.

Dean: The highest officer of a division, college or school, such as Dean of the School of Education. Deans usually report directly to a provost, chancellor or the president of a college.

Declare a Major: Officially enter a college major or area of study. See *Major*.

Deferred Admission: A college may accept a student but then allow the student to delay coming to the college for one year.

Deficiency Points: These indicate unsatisfactory class work. Students with these can be put on academic probation or dismissed from school.

Degree: After finishing a program of study at a college, students receive an academic recognition. For example, a Bachelor of Arts degree from Ball State University.

Department: An area of study in a larger college or school. Professors specialize in an area of study, and teach for that area’s department. For example, French may be a department in the School of Arts and Sciences.

Diploma: An official document awarded by colleges and high schools to students when they complete required courses of study.

Discipline: A field of study. See *Major*.

Discussion Section: When a small group of students meet to discuss the lecture portion of a class. Discussions are often led by a graduate student called an Associate Instructor or Teaching Assistant.

Dismissal: Students can be dismissed or expelled for consistently poor grades or breaking rules.

Distance Education: Classes taught over satellite or local television, by video tape or CD ROM, through the Internet and by correspondence. Some may be regularly scheduled; others may be taken when most convenient for the student’s schedule.

Distribution Requirements: See *General Education Requirements*.

Doctorate: The highest university degree, also called a doctor of philosophy (Ph.D.). Physicians

usually receive a medical doctorate (M.D.), while lawyers receive a juris doctorate (J.D.).

Dorm/Dormitory: See *Residence Hall*.

Double Major: Meeting requirements for two majors. See *Major*.

Dual or Concurrent Enrollment/ Dual Credit: Some colleges enroll high-achieving high school students in college courses that may fulfill both high school and college graduation requirements. Students must gain permission from the high school principal or guidance counselor and admission to a college. College students may also dual enroll in two degree programs.

Early Admission: Students can take the necessary standardized tests and apply early in their senior year for admission to some colleges. If you choose to apply for early admission and are accepted, the institution guarantees you a place and you promise to attend the institution.

Elective: An optional, instead of required class. Some electives fulfill general education requirements outside of a major.

Emeritus Faculty: Honored faculty members, usually retired from teaching.

Enroll: To become a student at a university by registering for courses and paying tuition and fees. See *Registration*, *Matriculate*.

Exemption: A course requirement that is fulfilled by passing an exam in the subject.

Expected Family Contribution (EFC): Analysis on how much money a family can contribute toward education expenses.

Extracurricular Activities: Non-required activities that occur outside the classroom.

Faculty: The teachers, professors and instructors who teach at schools.

Faculty Advisor: See *Academic Advisor*.

FAFSA: See *Free Application for Federal Student Aid*.

Federal Pell Grant: A federal financial aid grant program which is not paid back. Students apply by filling out the FAFSA.

Federal Perkins Student Loan: A low-interest loan for students who show financial need. It must be repaid after graduation. Students apply by filling out the FAFSA.

Federal PLUS (Parent Loans for Undergraduate Students) and/or Federal Direct PLUS: Financial aid to parents, processed through a bank, other lending agency, college or university to help pay for college. These loans must be repaid with interest. Repayment begins 60 days after the loan is issued to the parent(s).

Federal Subsidized Stafford Loan and Direct Ford Loan: Student financial aid processed through a bank and/or college. A student must be enrolled in a college degree program at least part time to receive a Stafford Loan. Loans must be paid back with interest after a student leaves college. Students apply by filling out a FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG): Federal grant for students with exceptional need. Students apply by filling out a FAFSA.

Federal Unsubsidized Stafford/Direct Unsubsidized Ford Loan: Similar to a Federal Stafford Loan, except interest is paid by the student during college.

Fee: Money charged by a college for services provided to a student. Fees are often charged for lab

materials, computer use and recreational facilities.

Fee Waiver: A written statement that says that the student does not have to pay a certain fee. Some scholarships give fee waivers for tuition.

Finals Week: Time at the end of the semester when classes do not meet and final tests are given.

Financial Aid: Federal, state, college and private programs that help students pay for college costs. Financial aid may come in the form of grants, scholarships, loans or work-study programs.

Financial Aid Counselor: A college staff member who helps students and parents fill out financial aid forms and processes financial aid money.

Financial Need: Difference between the cost of attending college and the Expected Family Contribution. A student's (or family's) financial need determines how much financial aid will be awarded.

Free Application for Federal Student Aid (FAFSA): The required application for federal, state and institutional financial aid. Indiana students must file the FAFSA between January 1 and March 1 of the year the student plans to attend college to meet the priority deadline.

Full-time Student: A student who carries a minimum number of credits or hours to be considered "full-time" by a college. The number of credits considered to be a full-time load varies. Schools on a semester calendar often require at least 12-hours for full-time status. See *Calendar, Part-time Student*.

4-1-4 or 4-4-1: Calendar used by some colleges. There are two regular semesters of four months, with one month-long session between or following them.

General Education Requirements: The broad-based body of knowledge colleges (often four-year colleges) expect their graduates to know.

Gift Aid: Financial aid that is not repaid, such as grants and scholarships.

Grade Point Average (GPA): A system for evaluating the overall scholastic performance of students. Grades are often measured on a four-point scale in which an "A" equals four points and a "B" equals three points, etc. These are called grade points. Total points are found by multiplying the number of credits for a course by the student's grade point. A student's GPA is found by dividing the sum of grade points by the number of course credits.

Graduate: A person who receives a certificate, degree or diploma from a school.

Graduate Assistant (GA): A GA helps a professor with research or works for an academic department. GAs usually receive a salary and reduced tuition. See *Teaching Assistant*.

Graduate Record Examination (GRE): A test often used to determine eligibility for graduate school (administered by the Educational Testing Service).

Graduate Student: A student who has earned a bachelor's degree and is working on an advanced degree such as a master's or doctorate.

Graduation Compact: An agreement between a student and a college or university. This agreement (sometimes called "Grad Pact") states that if a student meets certain guidelines, he/she will be able to graduate within four years, or the college will pay for the remaining education. Not all schools offer this agreement.

Grant: Financial aid based on student need; it is not repaid.

Greek Organizations: Student organizations named by Greek letters. These organizations may be academic, social or charitable. Members of social Greek organizations (such as fraternities and sororities) frequently live together in a “Greek House.”

Guaranteed Student Loan (GSL): See *Federal Stafford Loan*.

Higher Education: See *Postsecondary Education*.

Holland Code: A code, created by Dr. John Holland, that categorizes a person’s interests and can be used to match interests and career possibilities.

Honoraries: Organizations to which students are nominated for membership based on high grades, outstanding school service or both.

Housing: Living arrangements for students at colleges or private secondary schools.

Identification Card (ID): Card issued to identify a student. IDs are often required for meal plans, borrowing library books or for admission to college-sponsored activities.

Independent College: A college or other school that is supported with private money, but not supported financially by the state. Some independent colleges have a religious affiliation or are single-gender schools.

Independent Study: Studying a subject for credit without regular classroom instruction. This may refer to on-campus courses that you take independently, or through distance education. See *Distance Education*, *Correspondence Course*.

Individualized Major: See *Student-designed Major*.

Informational Interview: A meeting with an experienced person to gain knowledge or understanding. This can be used to find out about a job or career, such as the training and responsibility involved.

Institution: In the education field, this is usually a school, college or university.

Instructor: A nontenured teacher at a college. See *Tenure*.

Intercollegiate: Any competition or activity taking place between different colleges.

Interdisciplinary: Programs or courses using knowledge from two or more academic areas. See *Discipline*.

Interest Inventory: An exercise or set of exercises used to identify possible areas of career interests.

Internship: Experience gained by students working at jobs on or off campus. Students get practical experience in their area of study.

Intramural Sports: Athletic activities between a school’s students.

Job Shadowing: Time spent with someone who is at work. This time is used to better understand what people do in their job.

Junior College: See *Community College*.

Language House: A student residence where a foreign language is studied and spoken. Students who want to learn German might live in a “German house.”

Liberal Arts: A school or course of study which focuses on developing students’ general knowledge and reasoning ability instead of specific career training; the result is often considered to be a well-rounded, general education in the arts and sciences.

Loan: Financial aid that must be repaid, with interest, after a student leaves college.

Major: A focused area of study. Students take many classes in their major, gain specialized knowledge and earn a degree in that area.

Master’s Degree: An advanced college degree earned after a bachelor’s degree, usually taking at least two years for a full-time student to complete.

Matriculate: To register or enroll in a college.

Mentor: A person who gives advice, guidance and help.

Minor: An area of interest studied at the same time as a major. It is rarely in the same department as a major and requires fewer classes than a major.

National Achievement Scholarship Program for Outstanding Negro

Students: A scholarship program for African-Americans, similar to the National Merit Scholarships and based on junior year PSAT scores. See *National Merit Scholarships*.

National Direct Student Loan (NDSL): See *Federal Perkins Student Loan*.

National Merit Scholarships: Competitive scholarships limited in number and offered by the National Merit Scholarship Corporation. Winners are determined by PSAT scores and other criteria.

Need Analysis Form: A form, filled out by the student and/or family members, used to determine the amount of financial aid the student can receive. The FAFSA is the federal need analysis form. See *Free Application for Federal Student Aid*.

NMSQT: See *National Merit Scholarships, Preliminary Scholastic Assessment Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)*.

Nontransferable Degree: A degree, often an associate's, that cannot be counted as credit toward more education. See *Transferable Degree*.

Occupational Outlook: A prediction of future job openings in specific career fields.

Occupational Training: Education and training to prepare for a particular occupation.

Office Hours: In education, hours set aside by an instructor to meet with students.

Ombudsperson: In education, a person who acts on behalf of students and others in the college community who have difficulties with the college.

On-the-job Training: Training provided for employees while they are learning a job; the employee creates a product or provides a service while being trained.

Open Admission Policy (Open Door Policy): Admission policy in which anyone with a high school diploma or its equivalent can take classes. See *Rolling Admission, Selective Admission*.

Orientation: Programs to help new students and parents get to know a college. Orientation usually takes place before or at the beginning of the academic year.

Parent Loan: See *Federal PLUS*.

Part-time Student: A student enrolled in a number of course credits that is less than full time. Usually, this is less than 12 credits a semester.

Pell Grant: See *Federal Pell Grant*.

Ph.D.: See *Doctorate*.

Philanthropy: An effort to donate time and/or money to others. A philanthropic organization may donate money or service to organizations and individuals.

PLAN: Test taken (often in sophomore year of high school) to prepare for the ACT. See *American College Testing Program* and *Standardized Admissions Tests*.

Portfolio: A file of materials created by a student that displays and explains skills, talents, experiences and knowledge gained throughout life. Portfolios are often used when applying for a job.

Postsecondary Education: Education after high school at a public, independent, technical, community or junior college or university.

Pre-admission Summer Program: College programs offered to freshmen before fall classes. Courses may be skill-building or regular college classes.

Preliminary Scholastic Assessment Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT): A high school test that measures critical reading, writing and math skills and prepares students for the SAT I. It also determines eligibility for the National Merit Scholarship. See *Scholastic Assessment Test*.

Preprograms: Course sequences for undergraduate students to prepare for graduate work in the same area. Examples include prelaw and premedicine.

Prerequisite: Beginning class (usually required) that prepares students for a more advanced class.

Private College: See *Independent College*.

Probation: Academic status of students whose GPA falls below a

minimum level (this varies from school to school).

Professor: A teacher at a college (often tenured). See *Tenure*.

Profile Application: A supplemental application required by some colleges for school-based financial aid. This form must be completed and mailed to the College Board's College Scholarship Service. Some colleges require it earlier than the FAFSA.

Program: Set of required courses for a degree in a major area of study.

Proprietary Schools: Colleges that operate as profit-making institutions. These colleges provide students with training in specific career fields.

Prospectus: A booklet of general information about a college or program.

Provost: A college's chief academic officer (sometimes called an academic dean). A provost often reports directly to the president of a college or university.

PSAT: See *Preliminary Scholastic Assessment Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)*.

Public College: College or other school supported by the state; the state pays part of the school's operating costs.

Quad: A group of four residence halls or academic buildings.

Quarter: A calendar used by some colleges. The quarter school year is broken down into four periods, each lasting 10 to 12 weeks.

Quiet Floor/Hours: Part of a residence hall or hours during the day where students are expected to maintain a low noise level.

Reading Days: Days between the end of classes and beginning of final exams to be used to prepare for final exams.

Registrar: Person (or office) in a college who manages class schedules and academic records.

Registration: Officially enrolling in classes for the upcoming grading period.

Religious Affiliation: Private colleges associated with religious organizations. For example, Marian College is affiliated with the Catholic Church.

Remedial Course: A course that teaches basic skills needed to succeed in college courses. These skills are often in the general areas of math, writing, reading, etc.

Requirements: A set of conditions that must be met in order to do something, such as be accepted to a college, complete a degree, etc.

Residence Hall (Dormitory): A campus building where students live. Food service, social and educational activities are provided. Some colleges require students to live in residence halls for a certain amount of time.

Residency Requirements: 1) Most colleges require that students spend a certain amount of time on campus taking classes or living on campus. 2) This term can also mean the minimum amount of time a student must live in the state to pay in-state tuition, which (for public colleges) is lower than the tuition paid by out-of-state students.

Resident Assistant (RA): A trained student who lives in a dormitory to coordinate programs and activities. RAs may also help students with problems in the dorm or counsel students about campus difficulties.

Rolling Admission: Schools with this admission practice accept applications throughout the year and decide whether or not to admit students as soon as they receive the required materials. See *Open Admission, Selective Admission*.

Room and Board: The cost for living in residence halls or other campus housing (room) and receiving meals from the housing food service (board).

SAT I: See *Scholastic Assessment Test I*.

SAT II Subject Tests: See *Subject Area Tests*.

Satisfactory Academic Progress: Completion of courses according to school standards. Satisfactory academic progress must be shown to receive financial aid and continue in school.

School-to-Work: An effort to provide all students high-level skills for the future and connect their education to the work world.

Scholarship: Financial aid awarded for academic and other achievements (music, athletics, etc.). Scholarships are gift aid and do not have to be paid back.

Scholastic Assessment Test I (SAT I): A standardized admission test published by the College Board. Some colleges use SAT I to determine admission eligibility. See *Standardized Admissions Tests*.

Selective Admission Policy: An admission policy in which a college only admits students who meet certain requirements (sometimes referred to as Competitive Admission Policy). See: *Open Admission, Rolling Admission*.

Semester: Calendar system used by some schools. Classes and grade reports are divided into two periods, each lasting about 15 weeks.

Standardized Admissions Tests: These tests (such as ACT and SAT I) are designed to measure knowledge and skills and are used to predict achievement in college. The test score may be considered along with other factors for admission to the college.

Student Activities: See *Extracurricular Activities*.

Student Aid Report (SAR): Summary of information that details a family's Expected Family Contribution (EFC) and Pell Grant eligibility. Families receive this after filling out a FAFSA.

Student Body: All students who attend a particular school.

Student Center or Student Union: A building on campus designed for a variety of uses by students. A bookstore, dining facilities, administrative offices, game rooms, etc. may be located here.

Student-designed Major: At some colleges, students can plan an individualized major. Such programs must be approved by appropriate college administrators.

Student Loan: See *Federal Stafford Loan*.

Study Abroad: Programs in which students go to college for some time in another country while making regular progress toward their diplomas or degrees.

Subject Area Tests: Standardized tests given by the American College Testing Program or College Board in specific high school subjects, such as biology, foreign languages, etc. Colleges look at

these test scores when making decisions about course placement or admission to a specific program. Many programs do not require these tests.

Subsidized Loan: Loan based on financial need in which borrower does not pay all the interest. Usually, interest is not charged until repayment begins. See *Unsubsidized Loan*.

Support Services: Services provided by most colleges to help students in areas such as academics, veterans affairs, adult and special needs.

Teaching Assistant (TA): A graduate student paid by the college to teach undergraduate classes. A TA may teach introductory classes, grade papers or lead discussion sessions and may also be called an Associate Instructor.

Technical College: Colleges that offer programs (usually two years or less for full-time students) that prepare students for immediate employment or transfer to a college or university offering bachelor's degrees. The emphasis at these colleges is usually on hands-on training in a specific career area. See *Community College*, *Non-transferable degree*, *Transferable degree*.

Tenure: Guaranteed employment status given to teachers and professors after successful completion of certain requirements within a certain time period.

Trade: An occupation requiring skilled labor, such as an electrician or tool and die maker.

Transcript: The official record of a student's educational progress; it may include listings of classes, grades, major area and degrees earned.

Transferable Degree: A degree, usually an associate's, that can be counted as credit toward more education, such as a bachelor's degree, at the same or different college. See *Nontransferable Degree*, *Transfer Program*.

Transfer Program: College program that prepares students to complete a degree at another college. Junior, community and technical colleges often have transfer programs to prepare students to continue their education at colleges and universities offering bachelor's degrees. Transfer programs often award associate's degrees.

Transfer Student: A student who changes from one school to another. Grades and credits from the first school may or may not be counted at the second. Schools may not accept all the credits earned at another school.

Trimester: A calendar system used by some colleges that is made up of three 10-12 week periods.

Tuition: The cost of classes or credits at a school.

Tutor: Experienced adults or students who help others study a specific subject.

2 + 2 Program: A program offering an associate's degree that will transfer directly toward a bachelor's degree in the same field of study. These programs may be within the same college or between two colleges and may be known by other names, such as DegreeLink at Indiana State University.

Unconditional Admission: Students who meet all of a school's admission standards are given this status.

Undergraduate: A college student working on a bachelor's or associate's degree or certificate.

University: A postsecondary institution that has several colleges or schools, grants undergraduate and graduate degrees, and may have research facilities. Universities are more comprehensive than colleges, although the two terms are often used interchangeably.

Unsubsidized Loan: Loan in which borrower is charged interest immediately. See *Subsidized Loan*.

Upperclassperson: Student who is a junior or senior but has not yet received an undergraduate degree.

Vocational College: A school that specializes in training for different professions and skilled trades. See *Community College*, *Technical College*, *Proprietary School*.

Waiting List: A list of students who will be admitted to a college only if there is space available. Students placed on a waiting list are usually notified if they are admitted, typically in May or June.

Waiver: An exemption from normal procedures or requirements. For example, to receive a "class waiver" means not having to take a class. See *Fee Waiver*.

Work-Study: A form of financial aid in which students earn money by working part time at their college. Students apply for work-study by filling out the FAFSA. See *Free Application for Federal Student Aid*.

IPFW Bulletin Definitions

Certain terms have very specific meanings in these regulations. These terms are defined as follows:

Academic record. Each student's IPFW cumulative record is maintained by the registrar in accordance with these academic regulations. Your IPFW academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Since official transcripts are produced using Indiana University and Purdue University procedures, your official transcript may, as noted in these regulations, vary somewhat from your IPFW academic record.

Achievement credit. This credit is granted on the basis of your achievement on a nationally administered, college-level examination.

Auditor. This is a student who enrolls in a course, attends class, and pays full fees, but does not receive a grade or credit for the course.

Beginning student. This is a student enrolling in college courses for the first time, or a student who has completed a small number of credits while in a temporary admission status, most often while still a high school student.

Cheating. This is dishonesty of any kind with respect to examinations, course assignments, or alteration of records.

Course credit. This is resident credit you earn on the basis of your enrollment in, and satisfactory completion of, courses.

Credit. The semester hour is called the "credit hour" or "hour." Credit can be resident credit or transfer credit, as described below:

Credit by examination. This credit is awarded on the basis of your achievement on a divisional or departmental proficiency examination.

Division/department credit. This is credit for a course offered by a division/department and granted on the basis of substantially equivalent experience. Only the director/chair of the division/department that offers the course is authorized to award this type of credit.

Resident credit. This is credit earned at IPFW or at another campus of the university through which you are enrolled at IPFW. There are two types of resident credit-course credit and special credit. Each is defined as follows:

Special credit. This is resident credit awarded by IPFW and based on factors other than your enrollment in and satisfactory completion of courses. There are three types:

Advanced placement. This is the admission of students to courses beyond the first course or courses in an established sequence, but without granting credit for earlier courses in the sequence.

Substitution. This is the replacement of a course required in a program with another course specified by the college/school/division or department that established the requirement.

Excusing. This is the replacement of a course required in a program with an equal number of credits from other courses not specified as “required.” Such an excuse requires approval of the school/division or department that established the course requirement.

Transfer (nonresident) credit. This is credit earned from another university (other than IPFW or another campus of the university through which you are enrolled at IPFW). Transfer credits are evaluated by Admissions and accepted as transfer credit if completed at a regionally accredited institution with a grade of C- or better. Designations of plus and minus that accompany these grades will be disregarded in the evaluation of this credit. Credit accepted as transfer credit will be equated to IPFW course numbers (or classified as “undistributed” if not equivalent to IPFW courses), and posted to your academic record at the time you matriculate or re-enter IPFW. The academic-record entry includes the name of the transfer institution, the years you attended, and the individual courses accepted for transfer. Your IPFW college/school/division or department determines how credit earned at other institutions, and accepted by IPFW, applies to your plan of study. The dean/director or chair of your IPFW college/school/division or department may request an adjustment of transfer-course equivalencies.

Grade-point average (GPA). This is a numerical calculation or report of grade averages. IPFW, Indiana University, and Purdue University GPAs are based on a four-point system with grades of A equated to 4.00 points, grades of F equated to 0.0 points, and other grades scaled accordingly (see 11. Grades).

Pass/not-pass option. This is an enrollment option that generally limits course grades to P (pass) and NP (not pass). You may use the option to take only elective courses with limited concern for the grade. You may not elect this option for more than 20 percent of the credits required for graduation or in courses for which you have already earned a grade. Under the P/NP option, Indiana University students who earn a grade of D or F have that grade recorded on their official transcripts. Purdue University students who earn a grade of D or F have a grade of NP recorded on their official transcripts.

Plagiarism. This is a form of cheating in which the work of someone else is offered as one's own. The language or ideas thus taken from another may range from isolated formula, sentences, or paragraphs, to entire articles copied from printed sources, speeches, software, or the work of other students.

Student classification. This is a system for classifying undergraduate students who have been regularly admitted to IPFW.

Undergraduate Student Classification	Earned Credit Hours
Freshman	Fewer than 30
Sophomore	30-59
Junior	60-89
Senior	90 or more

The Registrar may establish additional classifications to serve IPFW's record-keeping needs. Thus, your official transcript may show somewhat different codes.

Source: <http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1143#Definitions>

Financial Aid Glossary of Terms



Definitions of terms used in
Award Notifications



Indiana-Purdue
University Fort
Wayne (IPFW)

Phone: 260-481-6820
<http://www.ipfw.edu/edu>
E-mail: finaid@ipfw.edu

Terms in this book

You may see words or phrases on your Award Notification that are new to you. This glossary contains the most common terms encountered.

Remember, there are many terms we cannot cover in detail. If you have questions, please contact the IPFW Financial Aid office using the information below.

You can also stop in to our office to pick up any of the free publications we have to help you further understand your financial aid options.

Indiana-Purdue University Fort Wayne (IPFW)

Financial Aid Office
Kettler Hall Rm 102
2101 E Coliseum Blvd
Fort Wayne, IN 46805

Phone: 260-481-6820
<http://www.ipfw.edu/edu>
E-mail: finaid@ipfw.edu

Cost of Attendance (COA)

This is **NOT** what is due to the university. The Cost of Attendance, also called your budget, is the estimated cost for all the expenses you may have during an academic period. Besides the cost of tuition, fees, housing and books, you will also have every day expenses such as food, clothing, entertainment, transportation, and household needs included in this figure. The Cost of Attendance is the maximum amount of financial aid (grants, loans, and scholarships combined) that you can receive during an academic period. Once your Cost of Attendance has been calculated, we can award aid to you.



Your Cost of Attendance is broken down into five categories:

- Tuition and Fees
- Room & Board (Rent)
- Books & Supplies
- Travel (Transportation)
- Miscellaneous Expenses

Most of these categories you are paying on a daily basis. For example, you are already paying transportation costs when you fill your car with gas or take the bus.

Glossary Of Terms Used In The Award Notification

Expected Family Contribution (EFC)

The amount calculated by the federal government that shows how much the student and his or her family should be able to contribute to the cost of the student's education for an award year. This figure is used to determine an applicant's eligibility for federal student aid.

Unmet Need

Your unmet need is determined by a formula:

$$\begin{aligned} &\text{Cost of Attendance (budget)} \\ &- \text{Expected Family Contribution} \\ &= \text{Unmet Need} \end{aligned}$$

Your unmet need represents the dollar amount of need based grants and loans you are eligible to receive.

Need Based

Need based is a term used to describe aid whose amount awarded is based on the level of financial need, rather than academic merit. Most government sources of financial aid are need based.

Outside Resources

Some types of financial aid are considered outside resources. Examples of outside resources may include VA (Veteran) benefits such as the GI Bill, Child of Disabled Veteran (or Purple Heart Recipient or Public Safety Officer) Vocational Rehabilitation, Jobworks, or some scholarships. If you have these, they are a part of your financial aid package.

Loans

Student loans, unlike grants and work-study, are borrowed money that **must** be repaid, with interest, just like car loans and mortgages.

Federal Perkins Loans - Made through participating schools to students who demonstrate the greatest financial need (Federal Pell Grant recipients get top priority). There is limited funding for Federal Perkins Loans and are awarded on a first come, first served basis.

Stafford Loans are for undergraduate and graduate students. You **must** be enrolled as at least a half-time student to be eligible for a Stafford Loan. You must fill out the FAFSA to receive Stafford Loans. There are two types of Stafford Loans: Subsidized and Unsubsidized. A Subsidized loan is paid by the government while the student attends school. The interest on an Unsubsidized loan accrues while the student attends school and must be paid back along with the loan principle unless you make payments while in school..

PLUS Loans are taken out by parents to help pay for education expenses for dependent children who are enrolled at least half time in an eligible program at an eligible school. PLUS Loans are available through the Federal Family Education Loan (FFEL) Program or through a lender (bank) they choose. Plus Loans do require a good credit history.

Grants

Grants do not have to be paid back and are often need based. They are offered by both the state and federal governments. They are also referred to as "Gift Aid" Funding for grants is limited and is usually awarded on a first come, first served basis. Eligibility for state and federal grants is determined by information from your FAFSA.

Federal Grants - Some examples include Pell Grants, FSEOG, ACG, TEACH, and SMART. If you are eligible for any of these grants, they will be listed on your award notification.

State Grants - the state of Indiana offers several grants, such as the Higher Education Award (also known as the Frank O'Bannon Grant) and the 21st Century Scholar for full-time students. If you are eligible for any state grants, they will be listed on your award notification.

Other Aid

There may be other aid listed on your award notification. These may be scholarships from an outside donor, an Athletics scholarship, or from IPFW.

Remember: You are eligible for all of the aid listed on the Award Notification at the time it was created. If you have any questions, please call the IPFW Financial Aid office at the phone number listed on the back of this glossary.

Creating S.M.A.R.T. Goals

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic - To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

T can also stand for Tangible - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

What are “DAPPS” Goals?

What do you want to accomplish by going to college?
What are you hoping to change by going to college?
What do you want to improve or learn between now and the end
of the school year to really change your life?

The DAPPS method is a way to write your goals so that they are effective and attainable.

DAPPS is used to write SHORT-TERM goals, which you can then apply to reach your long-term goals.

It’s actually pretty simple. DAPPS means that your goals are -

- | | |
|----------------------|--|
| D=Dated. | Effective goals have specific deadlines. In this case, the most likely deadline is the end of this semester. |
| A=Achievable. | Effective goals are realistic. Apply this guideline: “Is achieving the goal at least 50% believable to me?” |
| P=Personal. | Effective goals are your goals, not someone else’s. |
| P=Positive. | Effective goals focus your energy on what you do want rather than on what you don’t want. For example: <ul style="list-style-type: none">• a <u>negative</u> goal: to stop being late to classes• a <u>positive</u> goal: to arrive on time to every class |
| S=Specific. | Effective goals can be measured when you reach the deadline. If your goal is “I want to change,” then how will we measure that at the end of the semester? Instead, if you want to improve your test-taking, then you might set the following goal, “I want to have at least a 90% average on my quizzes.” |

Once you get all your short-term goals done, then your long-term goals will be easier to reach than ever before!

IDIS 11000 Lesson Plan 17.18

Week: 2

Lesson: 1 of 2



Instructor Overview

Topic: College Terminology and Goals

Reading: Supplemental Reading on Goals (see 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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr
Terminal Objective 5: Set personal and academic goals		
Enabling Objectives	Domain	Taxonomy
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals	C	R/U
5.2 Identify primary personal motivating factors	C/Af	Ap
5.3 Create personal goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.4 Create academic goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.5 Critically evaluate and assess classmates' goals	C	An/E

Activities:

Discuss Campus Events Assignment (5 minutes)

- 1) Assignment is due week 8
- 2) Pull up assignment instructions
- 3) Discuss requirement
- 4) Encourage students to start/complete the assignment in advance

Goals Discussion (20 minutes)

- 1) What is your previous experience with setting goals? Did it work well? Why or why not?
- 2) What is the difference between SMART and DAPPS?
- 3) Which one do you like better, SMART or DAPPS, and why?
- 4) Why is it important to set goals in a way that aligns with SMART or DAPPS guidelines?
- 5) How is comprehensive and intentional goal setting a part of active learning?

Peer Review of Goals (25 minutes)

- 1) Students should be placed into groups of three and give their paper copies of goals to the other two people in the group

IDIS 11000 Lesson Plan 17.18

Week: 2

Lesson: 1 of 2



- 2) Students should thoroughly review one another's goals for adherence to SMART or DAPPS (depending on which the person who wrote the goals indicated) guidelines.
- 3) Students must give feedback both in written form on the peer's paper and verbally
- 4) Each paper should have the name of the person who wrote the goals and the name of the reviewer on it
- 5) Once students have finished group review, originals should be returned to the person who wrote them
- 6) Each student must show their goals to the instructor to earn points for completing the rough draft and the instructor should note participation points for the peer reviewers (5 points per review)

Assignments:

FINAL DRAFT Goals Assignment (due before next class)

CASA Workshop (one required this week)

CASA Workshop Quiz (due by Sunday)

Assessments:

Chapter 1 and Goals Quiz (due before this class meeting)

Total Points Possible: 80 (+30 points extra credit)

Discussion Participation 10

Goal Peer Review Activity Participation 10

Chapter 1 and Goals Quiz 10

FIRST DRAFT Goals Assignment 10

FINAL DRAFT Goals Assignment 10

CASA Workshop 20

CASA Workshop Quiz 10

Extra Credit CASA Workshop 20

Extra Credit CASA Workshop Quiz 10

Student Overview

Topic: College Terminology and Goals

Reading:

Supplemental reading on goals (see Bb)

Assignments/Assessments:

Chapter 1 and Goals Quiz (due before this class)

Goals Assignment (due before next class)

Total Points Possible: 80 (+30 points extra credit)

Discussion Participation 10

Goal Peer Review Activity Participation 10

Chapter 1 and Goals Quiz 10

IDIS 11000 Lesson Plan 17.18

Week: 2

Lesson: 1 of 2



FIRST DRAFT Goals Assignment 10
FINAL DRAFT Goals Assignment 10
CASA Workshop 20
CASA Workshop Quiz 10
Extra Credit CASA Workshop 20
Extra Credit CASA Workshop Quiz 10

Objectives:

Common Objectives Spanning the Course
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 5: Set personal and academic goals
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals

Notes	Adaptations for Online Course
<p>-Please note that assignment and quiz due dates for week one follow a pattern that is different from the rest of the term, as students have not had time in advance to prepare during week one</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates</p>	<p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Instructor video on chapter 1</p> <p>-Instructor video on goals</p> <p>-Announcements</p>

IDIS 11000 Lesson Plan 17.18

Week: 2

Lesson: 1 of 2



<p>Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	
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IDIS 11000 Lesson Plan 17.18

Week: 2

Lesson: 2 of 2



Instructor Overview

Topic: Learning Styles

Reading:

Chapter 3: Style matters: techniques to suit your own learning style

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr
Terminal Objective 3: Demonstrate knowledge and understanding of learning styles		
Enabling Objectives	Domain	Taxonomy
3.1 Demonstrate knowledge and understanding of primary learning styles	C	R/U
3.2 Identify their own primary learning styles	C	Ap
3.3 Identify their own secondary learning styles	C	Ap

Activities:

Check-in (15 minutes)

Open class with a 15 minute large group discussion about the following:

- 1) What questions or concerns do you have about the IDIS class so far?
- 2) How is the IDIS workload so far?
- 3) How are all of your classes going so far?
- 4) How are you managing your time so far?
- 5) What do you like best and least about college so far?

Discussion (30 minutes)

- 1) Have you explored your learning style previously? If so, what did you learn about how you learn and how did it impact you?
- 2) What makes you more likely to learn well and feel motivated?
- 3) Of the learning techniques on pages 31-37, which have you tried? How did it go?
- 4) Of the learning techniques on pages 31-37, choose one to incorporate this week. Which subject/s will you use it in? How will you implement it?

Review the Learning Styles Response Piece assignment requirements (5 minutes)

-Requires completion of the "Eight Intelligences Questionnaire" on pages 24-30 of the text

IDIS 11000 Lesson Plan 17.18

Week: 2

Lesson: 2 of 2



Assignments:

Learning Styles Response Piece (due by the next class via Bb)

FINAL DRAFT Goals Assignment (due before class via Bb)

Assessments:

Chapter 3 Quiz (due before class via Bb)

Student Overview

Topic: Learning Styles

Reading:

Chapter 3: Style matters: techniques to suit your own learning style

In-Class Activities:

Discussion

Assignments/Assessments:

Chapter 3 Quiz (due before class)

Total Points Possible: 30

Participation 10

Chapter 3 Quiz 20

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 3: Demonstrate knowledge and understanding of learning styles
3.1 Demonstrate knowledge and understanding of primary learning styles
3.2 Identify their own primary learning styles
3.3 Identify their own secondary learning styles

Notes	Adaptations for Online Course
-Throughout the term, let the classroom climate be your guide on facilitating discussion. Unless otherwise indicated, all "discussions" should be large group discussions; however, classes that would benefit from other approaches should be	-DB points for participation points -Adapt deadlines/syllabus (M-Su schedule online) -Adapt student overview and combine L1 and L2 into a weekly overview -Instructor video on chapter 3

IDIS 11000 Lesson Plan 17.18

Week: 2

Lesson: 2 of 2



taken into account. Other discussion strategies include TPS or small group discussion to garner constructive discussion before discussing topics as a large group. With TPS (think-pair-share), students first take a few minutes to think/write individually about the discussion topics, then pair up with a classmate to discuss responses, then discuss responses as a large group. Alternately, students may be asked to first discuss the topics in small groups (with the instructor visiting each group to keep the discussion on-topic and moving forward and ensure equal participation) before discussing in the larger group. The level of cohesion, day, time of semester, personalities of the students, time of day, etc. might dictate which approach is most appropriate for each class.

-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting

-Instructors should read the assigned readings and take notes to prepare for discussion and activities.

-Check Bb for all required items.

-Weekly folders, quizzes, assignments, etc. should be updated for availability dates

Folder availability: Monday one week in advance

@ 12:00 a.m. (example:

Quiz and assignment availability: The preceding

Friday of each week @ 12:00 a.m. through the

time that class starts

-Discussion Board on chapter 3

-Discussion Board on IDIS/college thus far

-Announcements

IDIS 11000 Student Overview: Week 2, Meeting 1

Topic: College Terminology and Goals

Reading: Supplemental reading on goals (see Bb)

Assignments/Assessments: Chapter 1 and Goals Quiz (due before this class)
Goals Assignment (due before next class)

Total Points Possible: 80 (+30 points extra credit)

Discussion Participation 10
Goal Peer Review Activity Participation 10
Chapter 1 and Goals Quiz 10
FIRST DRAFT Goals Assignment 10
FINAL DRAFT Goals Assignment 10
CASA Workshop 20
CASA Workshop Quiz 10
Extra Credit CASA Workshop 20
Extra Credit CASA Workshop Quiz 10

IDIS 11000 Student Overview: Week 2, Meeting 2

Topic: Learning Styles

Reading: Chapter 3: Style matters: techniques to suit your own learning style

In-Class Activities: Discussion

Assignments/Assessments: Chapter 3 Quiz (due before class)

Total Points Possible: 30

Participation 10
Chapter 3 Quiz 20

Objectives:

Common Objectives Spanning the Course
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 5: Set personal and academic goals
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals

IDIS 11000 Online Student Overview: Week 2

Approximate time to complete all items: 3 hours

Topic: College Terminology and Goals

Learning Styles

Reading: Supplemental reading on goals (see Bb)

Chapter 3: Style matters: techniques to suit your own learning style

Assignments/Assessments: Chapter 1 and Goals Quiz (due by Sunday)
Discussion Boards: A, B, Goal Assignment Peer Review
(Posts due by Friday, 2 replies to classmates due by Sunday)
FIRST DRAFT Goals Assignment (due by Friday)
FINAL DRAFT Goals Assignment (due by Sunday)
Chapter 3 Quiz (due by Sunday)
CASA Workshop Attendance (due by Friday)
CASA Workshop Quiz (due by Sunday)

Total Points Possible: 110 (+30 points extra credit)

Discussion Board A 10

Discussion Board B 10

Goal Assignment Peer Review Discussion Board 10

Chapter 1 and Goals Quiz 10

FIRST DRAFT Goals Assignment 10

FINAL DRAFT Goals Assignment 10

Chapter 3 Quiz 20

CASA Workshop 20

CASA Workshop Quiz 10

Extra Credit CASA Workshop 20

Extra Credit CASA Workshop Quiz 10

Objectives:

Common Objectives Spanning the Course
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
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Objective 5: Set personal and academic goals
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5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals

Susie Mastodon

Instructor Rhonda Meriwether

IDIS 11000

9 August 2017

Sample Goals

This is a sample of what an assignment with name block, font, and spacing in MLA format should look like. You should have a name block, per the above, center the title of the assignment, and use 12-point Times New Roman font with double spacing. Please be sure to submit your assignments as Word or PDF documents. Below are the sample goals we will work on revising together in-class or via video (we will work through one from each category). While you may create similar goals, you may not use these specific goals as written in your own goal assignments. . . As you look at these samples, compare them to SMART and DAPPS guidelines. **The goals below, as written, do not meet SMART or DAPPS guidelines. Think about how you would revise them.**

Personal Goals

- 1) Get fit
- 2) Make better financial decisions
- 3) Get a dog

IDIS Goals

- 1) Finish all of the work
- 2) Meet new people
- 3) Adjust to college

Fall Semester Goals

- 1) Figure out my schedule
- 2) Work
- 3) Be more independent

First-year Goals

- 1) Pass everything
- 2) Get gen ed out of the way
- 3) Figure out my major



Intelligence

Intelligence tests have been constructed traditionally around four main ability areas:

- Numerical.
- Linguistic.
- Spatial.
- Logical/reasoning.

Extending this list, Howard Gardner, a Professor of Education at Harvard University, has advanced the idea that at least eight different 'intelligences' can be identified. His ideas have significant implications for thinking and practice in the worlds of education and training (Gardner 1999, 2006). Gardner's theory will be explained in detail later, but first, please complete the eight intelligences questionnaire.

Eight intelligences questionnaire

There are 80 questions, and you can select a response from 1 to 5 to each of them:

- **1** is the **lowest response**, usually implying a negative reaction, or no experience/no interest.
- **5** is the **highest response**, usually implying a very positive reaction/response or interest.

Work quickly through the questions and tick the response closest to your feelings on the question or statement presented.

M	What role does music play in your life? (Listening or playing or composing)	1	2	3	4	5
K	To what extent do you enjoy sports/gym related activities?	1	2	3	4	5
L	How do you rate your interest and/or ability in mathematics?	1	2	3	4	5
S	To what extent do you enjoy building or making things out of available material?	1	2	3	4	5
W	To what extent do you enjoy games involving words, or the sounds of words?	1	2	3	4	5
P	To what extent have you had friendships that have lasted a long time?	1	2	3	4	5
I	To what extent do you have a clear sense of what you want out of life?	1	2	3	4	5
N	To what extent do you care for animals, or would like to care for them?	1	2	3	4	5



M	What level of interest do you have in playing one or more musical instruments?	1	2	3	4	5
K	To what extent are you interested in competitive physical activity?	1	2	3	4	5
L	How would you rate your ability to make accurate mental arithmetical calculations?	1	2	3	4	5
S	To what extent do you enjoy art and/or design activities?	1	2	3	4	5
W	To what extent have you a personal interest in creative writing?	1	2	3	4	5
P	To what extent are you effective at solving human conflicts at work, home, or elsewhere?	1	2	3	4	5
I	To what extent are you aware of the past causes of your emotional responses to current situations?	1	2	3	4	5
N	To what extent have you learned about wildlife away from formal academic study?	1	2	3	4	5
M	To what extent do you like to sing, either alone or with others?	1	2	3	4	5
K	To what extent are you effective at practical tasks that require hand/eye coordination?	1	2	3	4	5
L	To what extent are you curious about why and/or how things work?	1	2	3	4	5
S	To what extent can you design and make the best use of the space around you?	1	2	3	4	5
W	How effective are you at bargaining or making a deal with people?	1	2	3	4	5
P	How well can you 'tune into' the feelings, wishes, or needs of others?	1	2	3	4	5
I	To what extent do you have a vision of your future career goals?	1	2	3	4	5
N	What role does nature and the natural world play in giving your life meaning, purpose, and pleasure?	1	2	3	4	5
M	To what extent does music occupy your leisure time?	1	2	3	4	5
K	To what extent does working with your hands give you pleasure?	1	2	3	4	5



L	To what extent are you effective at designing administrative systems to manage your work?	1	2	3	4	5
S	How easily can you work out how to assemble something, e.g. self-assembly furniture?	1	2	3	4	5
W	To what extent, when others disagree with you, are you able to say what you really think or feel?	1	2	3	4	5
P	To what extent do you enjoy working with others in groups or teams?	1	2	3	4	5
I	To what extent can you predict your own response or behaviour in any given situation?	1	2	3	4	5
N	To what extent are you active in conserving and protecting the environment?	1	2	3	4	5
M	To what extent can you identify different kinds of musical instruments from their sounds?	1	2	3	4	5
K	To what extent do you remember best from what you have done (compared to seen or heard?)	1	2	3	4	5
L	To what extent do you enjoy mental tests or puzzles?	1	2	3	4	5
S	How would you rate your sense of direction?	1	2	3	4	5
W	To what extent do you learn best by discussion with others?	1	2	3	4	5
P	To what extent do you generally prefer group activity in your leisure time?	1	2	3	4	5
I	How would you rate your level of understanding of your weaknesses and areas for improvement in your life?	1	2	3	4	5
N	To what extent are you interested by natural sciences, for example biology, chemistry, physics, and geology?	1	2	3	4	5
M	To what extent can you remember and imitate musical rhythms and tunes?	1	2	3	4	5
K	To what extent do you engage in physical pursuits or exercise for pleasure?	1	2	3	4	5
L	To what extent do you enjoy categorizing, grouping or organizing data or information?	1	2	3	4	5
S	To what extent do you find that films, and other audio/visual teaching methods, are particularly significant ways of helping you learn?	1	2	3	4	5



W	To what extent do you enjoy speaking formally in public?	1	2	3	4	5
P	To what extent are you an easy person to get to know?	1	2	3	4	5
I	To what extent do you get angry or frustrated when you fail or if things go wrong for you?	1	2	3	4	5
N	To what extent would you enjoy working in some form of environment/nature related career?	1	2	3	4	5
M	To what extent can you easily identify different composers just by listening to their music?	1	2	3	4	5
K	To what extent can you concentrate for long periods?	1	2	3	4	5
L	To what extent are you interested in science or solving science related problems?	1	2	3	4	5
S	To what extent are you accurate at judging distances between objects?	1	2	3	4	5
W	To what extent are you effective at explaining things logically and clearly to others?	1	2	3	4	5
P	To what extent would you consider yourself to be a person who easily takes advice from others?	1	2	3	4	5
I	To what extent do you prefer to think through your own problems, rather than seek advice from others?	1	2	3	4	5
N	To what extent do you seek out information about global environmental issues?	1	2	3	4	5
M	To what extent was music important to you in childhood?	1	2	3	4	5
K	To what extent do you prefer physical to non-physical leisure activity?	1	2	3	4	5
L	To what extent do you take systematic, step-by-step approaches to solving problems?	1	2	3	4	5
S	To what extent are you creative in a visual way, e.g. art/photography/design?	1	2	3	4	5
W	To what extent are you asked to 'do the talking' by friends or fellow students in any group?	1	2	3	4	5
P	To what extent do you consider yourself to be a person easy for others to get to know?	1	2	3	4	5



I	To what extent is thinking problems out alone more important than talking them out with others?	1	2	3	4	5
N	To what extent do you opt to relax and unwind outdoors?	1	2	3	4	5
M	To what extent do you discuss or listen to music in the company of others?	1	2	3	4	5
K	To what extent do you go out of your way to choose strenuous physical activity as a form of relaxation?	1	2	3	4	5
L	To what extent do you have a good memory for numbers?	1	2	3	4	5
S	To what extent are you observant and notice things that others miss?	1	2	3	4	5
W	To what extent are you good at explaining things to other people?	1	2	3	4	5
P	To what extent could you take the lead in discussion with a group of strangers?	1	2	3	4	5
I	To what extent do you look for unique or unusual ways to solve personal problems or achieve personal goals?	1	2	3	4	5
N	To what extent can you identify the differences between different forms of plant life?	1	2	3	4	5
M	To what extent do you like to discuss music with others?	1	2	3	4	5
K	To what extent do you enjoy any form of travel, including bus and train journeys?	1	2	3	4	5
L	To what extent are you effective at budgeting money?	1	2	3	4	5
S	To what extent can you visualize how things might look from different perspectives?	1	2	3	4	5
W	To what extent do you enjoy expressing your ideas in writing?	1	2	3	4	5
P	To what extent can you make people feel comfortable and at ease with you, and/or each other?	1	2	3	4	5
I	To what extent do you like to do things by yourself?	1	2	3	4	5
N	To what extent do you go out your way to read about environmental issues?	1	2	3	4	5



Scoring the questionnaire

Calculate the totals allocated to questions in each of the eight recurring code categories. The maximum score possible for any of the eight categories is 50. Write the total scores for each category in the grid and then rank your scores in the code and ranking columns.

Questionnaire Scores		Code	Total Score	Ranking
W	L	W		
		L		
S	K	S		
		K		
M	P	M		
		P		
I	N	I		
		N		

The eight intelligence types suggested by Gardner (2006) are listed in Table 3.1.



Table 3.1 Gardner's eight intelligence types

Code	Type of intelligence
W	Linguistic
L	Logical/Mathematical
S	Visual/Spatial
K	Bodily/Physical (kinaesthetic)
M	Musical
P	Interpersonal (social)
I	Intrapersonal (inner)
N	Environment/Naturalist



The eight intelligences

Most of us will have some aptitude or interest in some aspects of **all** of these. But it is likely that you are more **inclined** to at least one of these eight intelligences.

<p>Linguistic</p> <p>This is the ability to use language in an effective way. You are likely to be particularly interested in the meanings, rhythms and influence of words in spoken and written forms.</p> 	<p>Logical/Mathematical</p> <p>This is the ability to reason, calculate, and to think things through in a logical, systematic and analytical manner. It also involves the ability to make connections between different phenomena or activities and to understand relationships between actions.</p> 
<p>Visual/Spatial</p> <p>This is the ability to think creatively in relation to space, colours, and physical forms. It includes the ability to think in three-dimensional ways and to convert these ideas into some creative form.</p> 	<p>Bodily/Physical (kinaesthetic)</p> <p>This is about making things, or solving physically related problems. It can include also an interest in testing or competing yourself against others, for example in sport, athletics, dance, or in other ways.</p> 
<p>Musical</p> <p>This is the ability to play or understand music, or be sensitive to the meanings of musical patterns and sounds, and other forms of audio communication.</p> 	<p>Interpersonal (social)</p> <p>This is the ability to understand the motivations and actions of others. It is an intelligence that can be applied to managing others, or helping them develop their potential.</p> 
<p>Intrapersonal (inner)</p> <p>This involves the capacity for honest self-analysis and reflection, including assessing your own accomplishments, reviewing own behaviour, motivations and innermost feelings.</p> 	<p>Environmental/Naturalist</p> <p>You are likely to be actively interested and concerned with environmental issues. You are likely to be able to recognize and categorize inhabitants, features or elements of the natural world.</p> 

(Based on Gardner 1999, 2006)

Effective learning techniques

If you are a student on a formal course, it may seem there is little choice about **how** you learn. You may have to attend lectures and seminars at set times, in set places, and in a formal way. However, there are many opportunities to exercise your independence in the way you study, and in particular the way you do the following:

- Motivate and organize yourself.
- Manage your time.
- Work with others.
- Engage with private reading.



Instructor Overview

Topic: Learning Styles

Reading: Critical Thinking and Learning Styles Supplemental Reading (see 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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr
Terminal Objective 3: Demonstrate knowledge and understanding of learning styles		
Enabling Objectives	Domain	Taxonomy
3.1 Demonstrate knowledge and understanding of primary learning styles	C	R/U
3.2 Identify their own primary learning styles	C	Ap
3.3 Identify their own secondary learning styles	C	Ap
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction	C/P	Cr

Activities:

Instructor-led review of key concepts from the supplemental reading on Critical Thinking and Learning Styles (available via Bb), particularly any items that the class as a whole seemed to have difficulty with on the quizzes from last week. This may require a brief check of the previous week's work. (15 minutes)

Discussion (35 minutes—see questions below)

Discussion:

Place students into pairs or small groups (of no more than 4 students) with classmates who have similar primary learning styles, based on their self-assessment via pages 24-31 of the text.

Small Group Discussion (20 minutes)

- 1) Discuss how your primary learning style/s has/have impacted your learning and study habits in high school.
- 2) Discuss your secondary learning style/s. How do these complement or contradict your primary learning style/s? Why is it important to keep that in mind as you approach your courses this semester?
- 3) Drawing upon the plan you created in the response piece, what is your best strategy for implementing your knowledge of your own learning styles into the classes you are taking this semester?

IDIS 11000 Lesson Plan 17.18

Week: 3

Lesson: 1 of 2



Large Group Discussion (15 minutes)

Have students report on their small group discussions of #1-#3 as part of the larger classroom discussion.

Assignments:

Learning Styles Response Piece (due before class via Bb)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Assessments:

Critical Thinking and Learning Styles Supplemental Reading Quiz (due before class via Bb)

Total Points Possible: 60 (+10 points extra credit)

Participation 10

Supplemental Reading Quiz 10

Learning Styles Response Piece 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Student Overview

Topic: Learning Styles

Reading: Critical Thinking and Learning Styles Supplemental Reading (available via Bb)

In-Class Activities: Discussion

Assignments/Assessments:

Critical Thinking and Learning Styles Supplemental Reading Quiz (due before class via Bb)

Learning Styles Response Piece (due before class via Bb)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 60 (+10 points extra credit)

Discussion Participation 10

Critical Thinking and Learning Styles Supplemental Reading Quiz 10

Learning Styles Response Piece 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term

IDIS 11000 Lesson Plan 17.18**Week: 3****Lesson: 1 of 2**

8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Terminal Objective 3: Demonstrate knowledge and understanding of learning styles
3.1 Demonstrate knowledge and understanding of primary learning styles
3.2 Identify their own primary learning styles
3.3 Identify their own secondary learning styles
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction

Notes	Adaptations for Online Course
<p>-Throughout the term, let the classroom climate be your guide on facilitating discussion. Unless otherwise indicated, all “discussions” should be large group discussions; however, classes that would benefit from other approaches should be taken into account. Other discussion strategies include TPS or small group discussion to garner constructive discussion before discussing topics as a large group. With TPS (think-pair-share), students first take a few minutes to think/write individually about the discussion topics, then pair up with a classmate to discuss responses, then discuss responses as a large group. Alternately, students may be asked to first discuss the topics in small groups (with the instructor visiting each group to keep the discussion on-topic and moving forward and ensure equal participation) before discussing in the larger group. The level of cohesion, day, time of semester, personalities of the students, time of day, etc. might dictate which approach is most appropriate for each class.</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p>	<p>-Be sure to ask students who are taking all online classes to contact you to make alternative arrangements to fulfill the tutoring requirement, which could include online writing and public speaking tutoring</p> <p>-Students who are only taking partial online classes should be required to fulfill the regular tutoring requirement</p> <p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Instructor video on supplemental reading</p> <p>-Discussion Board on topics listed above</p> <p>-Announcements</p>

IDIS 11000 Lesson Plan 17.18

Week: 3

Lesson: 1 of 2



-Weekly folders, quizzes, assignments, etc. should be updated for availability dates
Folder availability: Monday one week in advance @ 12:00 a.m. (example:
Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts

IDIS 11000 Lesson Plan 17.18

Week: 3

Lesson: 2 of 2



Instructor Overview

Topic: Study Skills

Reading: Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 4: Demonstrate application of study skills		
Enabling Objectives	Domain	Taxonomy
4.1 Know and understand a variety of study skills	C	R/U
4.2 Implement selected study skills into current courses	C/P	R/U/Ap
4.3 Practice study skills effectively	C/P	Ap/Cr
4.4 Reflect on implementation of study skills	C/Af	R/U/An

Activities:

Review primary concepts from chapter 4, particularly any that the class as a whole had difficulty with in the chapter 4 quiz (10 minutes)

Watch one study skills video in class (10 minutes)

Discussion (25 minutes—large group—see discussion questions below)

Discussion:

- 1) How do the ideas in the video relate to last week's discussion of learning styles and this week's exploration of study skills?
- 2) What is the difference between hearing and active listening? Give examples.
- 3) What is the difference between passive reading and active reading? Give examples.
- 4) Explain how active listening is similar to active reading.
- 5) Which of the study skills discussed in chapter 4 have you tried? How did it go?
- 6) Which of the study skills discussed in chapter 4 do you plan to implement? How?

Assignments: None

IDIS 11000 Lesson Plan 17.18

Week: 3

Lesson: 2 of 2



Assessments: Chapter 4 Quiz (due before class)

Student Overview

Topic: Study Skills

Reading: Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information

In-Class Activities:

Discussion

Assignments/Assessments:

Chapter 4 Quiz (due before class)

Total Points Possible: 30

Participation 10

Chapter 4 Quiz 20

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 4: Demonstrate application of study skills
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively
4.4 Reflect on implementation of study skills

Notes	Adaptations for Online Course
<ul style="list-style-type: none">-Encourage students to watch additional study skills videos outside of class-While students are only required to complete certain activities in each chapter, they should be encouraged to complete any that they may find particularly helpful-Be sure to ask students how things are going as they arrive and begin class by asking a	<ul style="list-style-type: none">-DB points for participation points-Adapt deadlines/syllabus (M-Su schedule online)-Adapt student overview and combine L1 and L2 into a weekly overview-Chapter 4 DB-Instructor video on chapter 4-Web-based video connecting chapters 3 and 4-Announcements

IDIS 11000 Lesson Plan 17.18

Week: 3

Lesson: 2 of 2



clearinghouse question on any questions from the previous class meeting

-Instructors should read the assigned readings and take notes to prepare for discussion and activities.

-Check Bb for all required items.

-Weekly folders, quizzes, assignments, etc. should be updated for availability dates

Folder availability: Monday one week in advance @ 12:00 a.m. (example:

Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts

IDIS 11000 Student Overview: Week 3, Meeting 1

Topic: Learning Styles

Reading: Critical Thinking and Learning Styles Supplemental Reading (available via Bb)

In-Class Activities: Discussion

Assignments/Assessments:

Critical Thinking and Learning Styles Supplemental Reading Quiz (due before class via Bb)

Learning Styles Response Piece (due before class via Bb)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 60 (+10 points extra credit)

Discussion Participation 10

Critical Thinking and Learning Styles Supplemental Reading Quiz 10

Learning Styles Response Piece 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

IDIS 11000 Student Overview: Week 3, Meeting 2

Topic: Study Skills

Reading: Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information

In-Class Activities: Discussion

Assignments/Assessments: Chapter 4 Quiz (due before class)

Total Points Possible: 30

Participation 10

Chapter 4 Quiz 20

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 3: Demonstrate knowledge and understanding of learning styles
3.1 Demonstrate knowledge and understanding of primary learning styles
3.2 Identify their own primary learning styles
3.3 Identify their own secondary learning styles
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction
Objective 4: Demonstrate application of study skills
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively
4.4 Reflect on implementation of study skills

IDIS 11000 Online Student Overview: Week 3

Approximate time to complete all items: 3 hours

Topic: Learning Styles
Study Skills

Reading:

Critical Thinking and Learning Styles Supplemental Reading (available via Bb)

Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information

Assignments/Assessments:

Discussion Boards A and B (Posts due by Friday, 2 replies to classmates due by Sunday)

Critical Thinking and Learning Styles Supplemental Reading Quiz (due by Sunday)

Learning Styles Response Piece (due before class via Bb)

Chapter 4 Quiz (due by Sunday)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 90 (+10 points extra credit)

Discussion Board A 10 (5 points initial post, 2.5 points per replies to classmates)

Discussion Board B 10 (5 points initial post, 2.5 points per replies to classmates)

Critical Thinking and Learning Styles Supplemental Reading Quiz 10

Learning Styles Response Piece 20

Chapter 4 Quiz 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 3: Demonstrate knowledge and understanding of learning styles
3.1 Demonstrate knowledge and understanding of primary learning styles
3.2 Identify their own primary learning styles
3.3 Identify their own secondary learning styles
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction
Objective 4: Demonstrate application of study skills
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively
4.4 Reflect on implementation of study skills

IDIS 11000 Lesson Plan 17.18

Week: 4

Lesson: 1 of 2



Instructor Overview

Topic: Study Skills

Reading: Study Skills Supplemental Reading/Handouts

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 4: Demonstrate application of study skills		
Enabling Objectives	Domain	Taxonomy
4.1 Know and understand a variety of study skills	C	R/U
4.2 Implement selected study skills into current courses	C/P	R/U/Ap
4.3 Practice study skills effectively	C/P	Ap/Cr

Activities:

Review primary concepts from the supplemental reading and/or how to make use of the handouts and templates (10 minutes)

Discussion (10 minutes—large group—see discussion questions below)

Activity: Note-Taking (30 minutes)

- 1) Print passages and note-taking worksheet packages before class
- 2) Students will work independently during class to review the passages and complete two styles of notes, per the package instructions
- 3) Students must show their note samples to the instructor to earn activity points

Discussion:

- 1) Which of the tools/techniques from the supplemental reading/handouts have you used and what was your experience with them?
- 2) Which of the tools/techniques do you like best for which specific learning styles?
- 3) Which of the tools/techniques do you like best for which specific subjects?

IDIS 11000 Lesson Plan 17.18

Week: 4

Lesson: 1 of 2



Reminder: Midterm Course Evaluation (due before next class)

Assure students that responses are entirely anonymous. Instructors will only have access to aggregate student responses, not individual responses. Instructors will only be able to see if each individual student has completed the evaluation, not what their responses were. Students earn 10 points for completing the midterm evaluation.

Assignments:

Study Skills Response Piece (due before class via Bb)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Assessments: In-class note-taking activity

Total Points Possible: 70 (+10 points extra credit)

Discussion Participation 10

Study Skills Response Piece 20

Note-Taking Activity Participation 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Student Overview

Reading:

Chapter 4: Taking it in and working it out: ideas for reading, listening, making notes and critically thinking about information

In-Class Activities:

Discussion

Note-Taking Activity

Assignments/Assessments:

Study Skills Response Piece (due before class via Bb)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 70 (+10 points extra credit)

Discussion Participation 10

Study Skills Response Piece 20

Note-Taking Activity Participation 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Primary Objective 4: Demonstrate application of study skills
Supporting Objectives
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively

IDIS 11000 Lesson Plan 17.18

Week: 4

Lesson: 1 of 2



4.4 Reflect on implementation of study skills

Common Objectives Spanning the Course/Curriculum

- 1.2 Correctly use common college terminology
- 7.5 Meet with Academic Advisor one-on-one a minimum of two times during the term
- 9.1 Demonstrate knowledge and understanding of interpersonal communication skills including written, verbal, and nonverbal
- 9.6 Practice interpersonal communication skills
- 10.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public

Notes	Adaptations for Online Course
<p>-Students earn full participation points for the note-taking activity for completing all required pages, demonstrating incorporation of learning styles and study skills, and comprehensively completing the required worksheets</p> <p>-While students are only required to complete certain activities in each chapter, they should be encouraged to complete any that they may find particularly helpful</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	<p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Note taking DB</p> <p>-Instructor video on note taking</p> <p>-Digitize note taking activity</p> <p>-Announcements</p>

**Instructor Overview**

Topic: Time Management

Reading: Chapter 8: The time of your life: managing time and living life as a student

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 2: Develop and implement a time management plan		
Enabling Objectives	Domain	Taxonomy
2.1 Explain the rationale for and foundational elements of time management plans	C	U
2.2 Discuss previous time management habits and personal and social impacts	C/Af	U/An

Activities:

Instructor-led review of main concepts from chapter 8 (10 minutes)

Small Group Discussion (15 minutes)

- 1) What is your biggest time management issue (planning, procrastination, perfectionism)?
- 2) How have you tried to overcome this time management issue in the past? Were you successful? Why or why not?
- 3) What are some ways in which this time management issue might impact your goals this semester?
- 4) What strategies will you use to overcome this time management issue this semester?

Large Group Discussion (15 minutes)

- 1) What is your biggest time management issue (planning, procrastination, perfectionism)?
- 2) How have you tried to overcome this time management issue in the past? Were you successful? Why or why not?
- 3) What are some ways in which this time management issue might impact your goals this semester?
- 4) What strategies will you use to overcome this time management issue this semester?

Discuss Time Management Planning (10 minutes)

- 1) Review Sample Time Management Plan
- 2) Discuss the importance of good time management

IDIS 11000 Lesson Plan 17.18

Week: 4

Lesson: 2 of 2



- 3) Review the qualities that comprise a good time management plan
- 4) Explain to students that we will create draft plans during the next class

Assignments:

Time Management Analysis Assignment (due before class)

Assessments:

Chapter 8 Quiz (due before class)

Midterm Course Evaluation (due before class)

Total Points Possible: 60

Participation 10

Time Management Analysis Assignment 20

Chapter 8 Quiz 20

Midterm Course Evaluation 10

Student Overview

Reading:

Chapter 8: The time of your life: managing time and living life as a student

In-Class Activities:

Discussion

Time Management Planning

Assignments/Assessments:

Time Management Analysis Assignment (due before class)

Chapter 8 Quiz (due before class)

Midterm Course Evaluation (due before class)

Total Points Possible: 60

Participation 10

Time Management Analysis Assignment 20

Chapter 8 Quiz 20

Midterm Course Evaluation 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills

IDIS 11000 Lesson Plan 17.18

Week: 4

Lesson: 2 of 2



Objective 2: Develop and implement a time management plan
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts

Notes	Adaptations for Online Course
<p>-Students must submit their printed and completed activities and exercises from chapter 8 at the start of class—late items should not be accepted, except under extenuating circumstances. In-text activities should earn full points for completion rather than content.</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	<p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Instructor video on chapter 8</p> <p>-Adapt exercises from chapter 8</p> <p>-Adapt discussion topics to DB</p> <p>-Announcements</p>

IDIS 11000 Student Overview: Week 4, Meeting 1

Topic: Study Skills

Reading:

Study Skills Supplemental Reading (available via Bb)

In-Class Activities:

Discussion

Note-Taking Activity

Assignments/Assessments:

Study Skills Response Piece (due before class via Bb)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 70 (+10 points extra credit)

Discussion Participation 10

Study Skills Response Piece 20

Note-Taking Activity Participation 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

IDIS 11000 Student Overview: Week 4, Meeting 2

Reading:

Chapter 8: The time of your life: managing time and living life as a student

In-Class Activities:

Discussion

Assignments/Assessments:

Time Management Analysis Assignment (due before class)

Chapter 8 Quiz (due before class)

Midterm Course Evaluation (due before class)

Total Points Possible: 60

Participation 10

Time Management Analysis Assignment 20

Chapter 8 Quiz 20

Midterm Course Evaluation 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 4: Demonstrate application of study skills
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively
4.4 Reflect on implementation of study skills
Objective 2: Develop and implement a time management plan
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts

IDIS 11000 Online Student Overview: Week 4

Approximate time to complete all items: 4 hours

Topic: Study Skills
Time Management

Reading: Study Skills Supplemental Reading (available via Bb)
Chapter 8: The time of your life: managing time and living life as a student

Assignments/Assessments:

Discussion Boards A and B (Posts due by Friday, 2 replies to classmates due by Sunday)

Note Taking Discussion Board (Post due by Friday, 2 replies to classmates due by Sunday)

Study Skills Response Piece (due by Sunday)

Time Management Analysis Assignment (due by Sunday)

Chapter 8 Quiz (due by Sunday)

Midterm Course Evaluation (due by Sunday)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 130 (+10 points extra credit)

Discussion Board A 10

Discussion Board B 10

Study Skills Response Piece 20

Note-Taking Discussion Board 20

Time Management Analysis Assignment 20

Chapter 8 Quiz 20

Midterm Course Evaluation 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 3: Demonstrate knowledge and understanding of learning styles
3.1 Demonstrate knowledge and understanding of primary learning styles
3.2 Identify their own primary learning styles
3.3 Identify their own secondary learning styles
3.4 Create an individual plan for accommodating learning styles for diverse subjects and methods of instruction
Objective 4: Demonstrate application of study skills
4.1 Know and understand a variety of study skills
4.2 Implement selected study skills into current courses
4.3 Practice study skills effectively
4.4 Reflect on implementation of study skills

IDIS 11000 Lesson Plan 17.18

Week: 5

Lesson: 1 of 2



Instructor Overview

Topic: Time Management

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 2: Develop and implement a time management plan		
Enabling Objectives	Domain	Taxonomy
2.1 Explain the rationale for and foundational elements of time management plans	C	U
2.2 Discuss previous time management habits and personal and social impacts	C/Af	U/An
2.3 Create a time management plan	P	Ap/Cr
2.4 Critically evaluate other students' time management plans	C	An/E
2.5 Implement and follow a time management plan	C/P	Ap/Cr
2.6 Utilize a technological time management aide of choice	C/P	Ap
2.7 Critically evaluate implementation of their own time management plan	C/Af	An/E
2.8 Revise time management plan as needed	C/P	Ap/E/Cr

Activities:

Large Group Discussion (10 minutes)

Instructor should briefly review a sample of responses from time management response piece submissions in preparation for this discussion.

- 1) Ask students what insights they discovered while

Time Management Plan Peer and Instructor Review (40 minutes)

- 1) Students should have submitted their first draft of their time management plan via Bb before class and have two printed copies for participation in peer review.
- 2) Randomly place students in groups of three and have them exchange their time management plan drafts.
- 3) Pull the sample time management plan on Bb up on the overhead.

IDIS 11000 Lesson Plan 17.18

Week: 5

Lesson: 1 of 2



- 4) Ask students to review their peers' plans and give feedback on how well the plans meet the assignment requirements and/or the sample time management plan. Peers must give three specific points of feedback and/or suggestions for improvement/revision.
- 5) Students must show their time management plan to their instructor for feedback before class ends. Students earn five points per plan that they thoroughly review (10 points total).
- 6) Students should revise their time management plan and submit the final draft before the next class meeting.

Assignments:

Time Management Response Piece (due before class)

FIRST DRAFT Time Management Plan (due before class)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Assessments: None

Total Points Possible: 60 (+10 points extra credit)

Peer Review Participation 10

Time Management Response Piece 20

FIRST DRAFT Time Management Plan 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Student Overview

Topic: Time Management

Reading: None

In-Class Activities: Discussion and Peer Review

Assignments/Assessments:

Time Management Response Piece (due before class)

FIRST DRAFT Time Management Plan (due before class and bring TWO printed copies)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 60 (+10 points extra credit)

Peer Review Participation 10

Time Management Response Piece 20

FIRST DRAFT Time Management Plan 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

IDIS 11000 Lesson Plan 17.18

Week: 5

Lesson: 1 of 2



Objectives:

Common Objectives Spanning the Course/Curriculum
Enabling Objectives
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
Enabling Objectives
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Implement and follow a time management plan
2.6 Utilize a technological time management aide of choice
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed

Notes	Adaptations for Online Course
<ul style="list-style-type: none">-Instructors should make sure grades are up-to date by the end of week four and post an announcement encouraging all students to review their course grades thus far, as well as their current overall course grade-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting-Instructors should read the assigned readings and take notes to prepare for discussion and activities.-Check Bb for all required items.-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts	<ul style="list-style-type: none">-peer review DB points for participation points-Adapt deadlines/syllabus (M-Su schedule online)-Adapt student overview and combine L1 and L2 into a weekly overview-Announcements



Instructor Overview

Topic: Time Management

Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 2: Develop and implement a time management plan		
Enabling Objectives	Domain	Taxonomy
2.1 Explain the rationale for and foundational elements of time management plans	C	U
2.2 Discuss previous time management habits and personal and social impacts	C/Af	U/An
2.3 Create a time management plan	P	Ap/Cr
2.4 Critically evaluate other students' time management plans	C	An/E
2.5 Implement and follow a time management plan	C/P	Ap/Cr
2.6 Utilize a technological time management aide of choice	C/P	Ap
2.7 Critically evaluate implementation of their own time management plan	C/Af	An/E
2.8 Revise time management plan as needed	C/P	Ap/E/Cr

Activities:

Review key issues or concerns from midterm course evaluation (5 minutes)

Instructor-led review of main concepts from chapter 11 (10 minutes)

Discussion (35 minutes): Since talking about stress can be stressful, this discussion should be led as a TPS (think-pair-share) activity to give students the structure and time they need to fully consider the discussion questions and talk about their experiences in a low-pressure way with a classmate before discussing with the group. Remind students only to share those things that they are comfortable talking about with in front of a large group. Give students 10 minutes to think and write their responses to the discussion questions, followed by 10 minutes of discussing their responses with a classmate of their choosing, followed by 20 minutes of large group discussion.

- 1) What are some of the primary stressors in your life that affect your ability to meet your goals at IPFW this semester?
- 2) How might your learning style affect your stress level? How may this be balanced?

IDIS 11000 Lesson Plan 17.18

Week: 5

Lesson: 2 of 2



3) How might your study skills affect your stress level? How may this be balanced?

4) How might your time management skills affect your stress level? How may this be balanced?

Assignments: FINAL DRAFT Time Management Plan (due at the start of class)

Assessments: Chapter 11 Quiz (due before class)

Student Overview

Topic: Time Management

Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams

In-Class Activities: Discussion

Assignments/Assessments:

Chapter 11 Quiz (due before class)

FINAL DRAFT Time Management Plan (due before class)

Total Points Possible: 40

Participation 10

Chapter 11 Quiz (due before class) 20

FINAL DRAFT Time Management Plan (due at the start of class) 10

Objectives:

Common Objectives Spanning the Course/Curriculum
Enabling Objectives
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
Enabling Objectives
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Implement and follow a time management plan
2.6 Utilize a technological time management aide of choice
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed

IDIS 11000 Lesson Plan 17.18**Week: 5****Lesson: 2 of 2**

Notes	Adaptations for Online Course
<p>-Instructors should make sure grades are up-to date by the end of week four and post an announcement encouraging all students to review their course grades thus far, as well as their current overall course grade</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	<p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Instructor video on chapter 11</p> <p>-Adapt exercises from chapter 11</p> <p>-Adapt discussion topics to DB</p> <p>-Announcements</p>

IDIS 11000 Lesson Plan 17.18

Week: 5

Lesson: 2 of 2



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IDIS 11000 Student Overview: Week 5, Meeting 1

Topic: Time Management

Reading: None

In-Class Activities: Discussion and Peer Review

Assignments/Assessments:

Time Management Response Piece (due before class)

FIRST DRAFT Time Management Plan (due before class and bring TWO printed copies)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 60 (+10 points extra credit)

Peer Review Participation 10

Time Management Response Piece 20

FIRST DRAFT Time Management Plan 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

IDIS 11000 Student Overview: Week 5, Meeting 2

Topic: Time Management

Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams

In-Class Activities: Discussion

Assignments/Assessments:

Chapter 11 Quiz (due before class)

FINAL DRAFT Time Management Plan (due before class)

Total Points Possible: 40

Participation 10

Chapter 11 Quiz (due before class) 20

FINAL DRAFT Time Management Plan (due at the start of class) 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Implement and follow a time management plan
2.6 Utilize a technological time management aide of choice
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed

IDIS 11000 Online Student Overview: Week 5

Approximate time to complete all items: 4 hours

Topic: Time Management

Reading: Chapter 11: Keeping it together: managing stress, staying in control and being ready for exams

Assignments/Assessments:

Time Management Response Piece (due by Friday)

FIRST DRAFT Time Management Plan (due by Friday)

Peer Review Discussion Board (post draft by Friday, two reviews due by Sunday)

Chapter 11 Discussion Board (original post due by Friday, two replies to classmates due by Sunday)

Chapter 11 Quiz (due by Sunday)

FINAL DRAFT Time Management Plan (due by Sunday)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 100 (+10 points extra credit)

Time Management Response Piece 20

FIRST DRAFT Time Management Plan 10

Peer Review Discussion Board 10

Chapter 11 Discussion Board 10

Chapter 11 Quiz 20

FINAL DRAFT Time Management Plan 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
2.1 Explain the rationale for and foundational elements of time management plans
2.2 Discuss previous time management habits and personal and social impacts
2.3 Create a time management plan
2.4 Critically evaluate other students' time management plans
2.5 Implement and follow a time management plan
2.6 Utilize a technological time management aide of choice
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed

Time Management Plan SAMPLE							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00						W	F
9:00	ENG W131 9:00-9:50		ENG W131 9:00-9:50		ENG W131 9:00-9:50	O	R
10:00	ENG W131 Studying	SOC S161	ENG W131 Studying	SOC S161	ENG W131 Studying	R	E
11:00	ENG R190 Studying	10:30-11:45	ENG R190 Studying	10:30-11:45	ENG R190 Studying	K	E
12:00	MA 11100 12-12:50	SOC S161 Studying	MA 11100 12-12:50	SOC S161 Studying	MA 11100 12-12:50		
1:00	BREAK	BREAK	BREAK	BREAK	BREAK		
2:00	MA 11100 Studying	ENG R190	MA 11100 Studying	ENG R190	MA 11100 Studying		
3:00	HIST H105 3:00-3:50	2:30-3:45	HIST H105 3:00-3:50	2:30-3:45	HIST H105 3:00-3:50		
4:00	HIST H105 Studying	HIST H105 Studying	HIST H105 Studying	HIST H105 Studying	W	F	W
5:00					O	R	O
6:00					R	E	R
7:00	ENG W131 Studying	ENG W131 Studying	ENG W131 Studying	ENG W131 Studying	K	E	K
8:00	MA 11100 Studying	MA 11100 Studying	MA 11100 Studying	MA 11100 Studying			ENG W131 Studying
9:00	ENG R190 Studying	SOC S161 Studying	ENG R190 Studying	SOC S161 Studying			MA 11100 Studying
10:00	SOC S161 Studying	HIST H105 Studying	SOC S161 Studying	HIST H105 Studying			ENG R190 Studying
11:00							HIST H105 Studying
12:00	GO TO SLEEP	GO TO SLEEP	GO TO SLEEP	GO TO SLEEP	GO TO SLEEP		GO TO SLEEP
1:00							

Key:

WORK
FREE/RELAX
CLASS
STUDYING
SLEEP
MISCELLANEOUS

Time Management Plan

[illegible]

IDIS 11000 Lesson Plan 17.18

Week: 6

Lesson: 1 of 2



Instructor Overview

Topic: Campus Resources

Reading: Review myBLUEprint and campus resource links

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 6: Demonstrate knowledge and usage of campus resources		
Enabling Objectives	Domain	Taxonomy
6.1 Correctly identify campus resources and related functions	C	R/U
6.4 Understand and utilize myIPFW	C/P	U/Ap
6.5 Understand and utilize myBLUEprint	P	Ap

Terminal Objective 7: Demonstrate knowledge and understanding of academic options		
Enabling Objectives	Domain	Taxonomy
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors	C	R/U

Activities:

Review myBLUEprint (20 minutes)

- 1) Students should have some familiarity with myBLUEprint already, having used it during A&R and having reviewed it during their initial advising appointment.
- 2) Pull up myBLUEprint on the overhead and review the following functions with students:
 - How to log in, basic layout
 - How to "read" the audit
 - Creating a plan
 - Saving/printing/sharing a plan
 - Creating a "what if"

IDIS 11000 Lesson Plan 17.18

Week: 6

Lesson: 1 of 2



Review my.ipfw.edu (10 minutes)

- Students should already have familiarity with this resources
- Pull up my.ipfw.edu on the overhead and briefly review how to navigate it
- Encourage students to review my.ipfw.edu, as their assignment and quiz will require them to utilize resources on it
- Remind students that they should have the IPFW app if they have a smart phone or tablet

Review Pathways (15 minutes)

- Take pathways handouts to class
- Pull up each pathway on the overhead and review it, broadly
- Have students form groups based on pathway
- Students should discuss their major/minor plans and options within the pathway

Schedule Academic Advising Meeting (5 minutes)

Students may use smart phones, tablets, laptops, or come up to the instructor station to sign up for a course via AdvisorTrac. Appointments made at the instructor station should be scheduled by the instructor so that students do not have to log on/off.

Discussion:

All discussion is wrapped into course activities for this class meeting.

Assignments:

Research Assignment: Learning About Campus Resources Assignment (due before class)

Schedule Academic Advising Meeting (in-class)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Assessments: None

Total Points Possible: 45 (+10 points extra credit)

Participation 10

Research Assignment: Learning About Campus Resources 10

Schedule Academic Advising Meeting 5

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Student Overview

Topic: Campus Resources

Reading: Review myBLUEprint and campus resource links

In-Class Activities:

Discussion

IDIS 11000 Lesson Plan 17.18

Week: 6

Lesson: 1 of 2



Assignments/Assessments:

Research Assignment: Learning About Campus Resources (due before class)

Schedule Academic Advising Meeting (in-class)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 45 (+10 points extra credit)

Participation 10

Research Assignment: Learning About Campus Resources 10

Schedule Academic Advising Meeting 5

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
6.1 Correctly identify campus resources and related functions
6.4 Understand and utilize myIPFW
6.5 Understand and utilize myBLUEprint
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors

IDIS 11000 Lesson Plan 17.18**Week: 6****Lesson: 1 of 2**

Notes	Adaptations for Online Course
<ul style="list-style-type: none">-The Bulletin will be covered during week six-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting-Instructors should read the assigned readings and take notes to prepare for discussion and activities.-Check Bb for all required items.-Weekly folders, quizzes, assignments, etc. should be updated for availability dates <p>Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	<ul style="list-style-type: none">-DB points for participation points-Adapt deadlines/syllabus (M-Su schedule online)-Adapt student overview and combine L1 and L2 into a weekly overview-adapt assignments-Instructor video on myBLUEprint and my.ipfw.edu-Adapt group activity to DB-Instructor video on assignment overviews-Announcements

IDIS 11000 Lesson Plan 17.18

Week: 6

Lesson: 2 of 2



Instructor Overview

Topic: Campus Resources

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 6: Demonstrate knowledge and usage of campus resources		
Enabling Objectives	Domain	Taxonomy
6.1 Correctly identify campus resources and related functions	C	R/U
6.4 Understand and utilize myIPFW	C/P	U/Ap
6.5 Understand and utilize myBLUEprint	P	Ap

Terminal Objective 7: Demonstrate knowledge and understanding of academic options		
Enabling Objectives	Domain	Taxonomy
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors	C	R/U

Activities:

Review myBLUEprint and my.ipfw.edu (5 minutes)

Ask students if they have follow-up questions regarding any of these resources

Review Pathways (5 minutes)

What additional questions do students have regarding pathways?

Review requirements for being released from SSP.

Review requirements for and process of declaring a major/minor.

Discuss Campus Resources Assignments

Lead a large group discussion on what students found/reported on the Learning About Campus Resources Assignment (due prior to previous class) and the Campus Resources Response Piece (due before today's class).

IDIS 11000 Lesson Plan 17.18

Week: 6

Lesson: 2 of 2



Campus Resources Kahoot (30 minutes)

The Campus Resources Kahoot may be found in the week six folder in Bb. It is hidden so that only instructors can access it.

Kahoot Discussion:

Facilitate discussion as appropriate during quiz game on items that students did not know well.

Assignments: None

Assessments: Campus Resources Quiz (due before class)

Total Points Possible: 30

Participation 10

Campus Resources Quiz 20

Student Overview

Topic: Campus Resources

Reading: Review myBLUEprint handout and campus resource links

In-Class Activities: Game
 Discussion

Assignments/Assessments:

Campus Resources Quiz (due before class)

Total Points Possible: 30

Participation 10

Campus Resources Quiz 20

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
6.1 Correctly identify campus resources and related functions
6.4 Understand and utilize myIPFW
6.5 Understand and utilize myBLUEprint
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors

IDIS 11000 Lesson Plan 17.18**Week: 6****Lesson: 2 of 2**

Notes	Adaptations for Online Course
<p>-Before each class, download and review the midterm course evaluation. Be prepared to give students a brief overview of the feedback you received and discuss any common questions or concerns that were revealed via the evaluation.</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	<p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-adapt game</p> <p>-midterm course evaluation video</p> <p>-Announcements</p>

IDIS 11000 Student Overview: Week 6, Meeting 1

Topic: Campus Resources

Reading:

Review myBLUEprint and campus resource links

In-Class Activities:

Discussion

Assignments/Assessments:

Research Assignment: Learning About Campus Resources (due before class)

Schedule Academic Advising Meeting (in-class)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 45 (+10 points extra credit)

Participation 10

Research Assignment: Learning About Campus Resources 10

Schedule Academic Advising Meeting 5

CASA Tutoring 20

CASA Tutoring Extra Credit 10

IDIS 11000 Student Overview: Week 6, Meeting 2

Topic: Campus Resources

Reading:

Review myBLUEprint handout and campus resource links

In-Class Activities:

Game

Discussion

Assignments/Assessments:

Campus Resources Quiz (due before class)

Total Points Possible: 30

Participation 10

Campus Resources Quiz 20

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
6.1 Correctly identify campus resources and related functions
6.4 Understand and utilize myIPFW
6.5 Understand and utilize myBLUEprint
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors

IDIS 11000 Online Student Overview: Week 6

Approximate time to complete all items: 4 hours

Topic: Campus Resources

Reading: Review myBLUEprint and campus resource links

Assignments/Assessments:

Discussion Boards A and B (original post due by Friday, two responses to classmates due by Sunday)

Research Assignment: Learning About Campus Resources (due by Sunday)

Schedule Academic Advising Meeting (due by Sunday)

Campus Resources Quiz (due by Sunday)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 75 (+10 points extra credit)

Discussion Board A 10

Discussion Board B 10

Research Assignment: Learning About Campus Resources 10

Schedule Academic Advising Meeting 5

Campus Resources Quiz 20

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
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7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors



INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE

CAMPUS MAP



Alphabetical Legend

- 1 Baseball Field
- 2 Bronze Mastodon Statue
- 3 Chiller Plant
- 4 Dolnick Center (ROTC Building)
- 5 Engineering, Technology, and Computer Science Building
- 6 Friends Circle

- 7 Friends Pavilion
- 8 Gates Athletics Center
- 9 Ginsberg Hall (Physical Plant Building, Philharmonic Offices)
- 10 Hefner Soccer Fields
- 11 Helmke Library
- 12 IPFW Holiday Inn
- 13 Kachmann Teleplex
- 14 Kachmann Tennis Center
- 15 Kettler Hall
- 16 Liberal Arts Building
- 17 Life Sciences Resource Center
- 18 Medical Education Center
- 19 Mobile Classroom
- 20 Neff Hall

- 21 Northeast Indiana Innovation Center
- 22 Obelisk
- 23 The PLEX
- 24 Printing Services/Warehouse Building
- 25 Purdue Cooperative Extension Service
- 26 Rhinehart Music Center
- 27 Ron Venderly Family Bridge
- 28 SCAN Garden
- 29 Science Building
- 30 Soccer Field
- 31 Soccer Support Facility
- 32 Softball Field
- 33 Steel Dynamics Keith E. Busse IPFW Alumni Center
- 34 Student Housing on the Waterfield Campus
- 35 Support Services Building
- 36 University Police
- 37 Visual Arts Building
- 38 Walb Student Union
- 39 Williams Theatre
- 40 Willis Family Bridge

P1 Parking Lots and Garages

Numerical Legend

- 1 Kettler Hall
- 2 Neff Hall
- 3 Life Sciences Resource Center
- 4 Science Building
- 5 Engineering, Technology, and Computer Science Building
- 6 Liberal Arts Building
- 7 Helmke Library
- 8 Support Services Building
- 9 Walb Student Union
- 10 Friends Circle

- 11 Printing Services/Warehouse Building
- 12 Gates Sports Center
- 13 Williams Theatre
- 14 Visual Arts Building
- 15 Rhinehart Music Center
- 16 Chiller Plant
- 17 Northeast Indiana Innovation Center
- 18 PBS 39 WFWA-DT/Kachmann Teleplex
- 19 Purdue Extension Office

- 20 Soccer Support Facility
- 21 The PLEX
- 22 Cole Commons/IPFW Student Housing Office
- 23 Friends Pavilion
- 24 Keith Busse Steel Dynamics Alumni Center
- 25 Hobson Center
- 26 Willis Family Bridge
- 27 SCAN Garden
- 28 Geogarden
- 29 Greenhouse

- 30 Katter Park
- 31 Dolnick Learning Center
- 32 Kiln Building
- 33 Bronze Mastodon
- 34 Obelisk
- 35 Holiday Inn at IPFW and the Coliseum
- 36 Ron Venderly Family Bridge
- 37 Medical Education Building
- 38 Ginsberg Hall

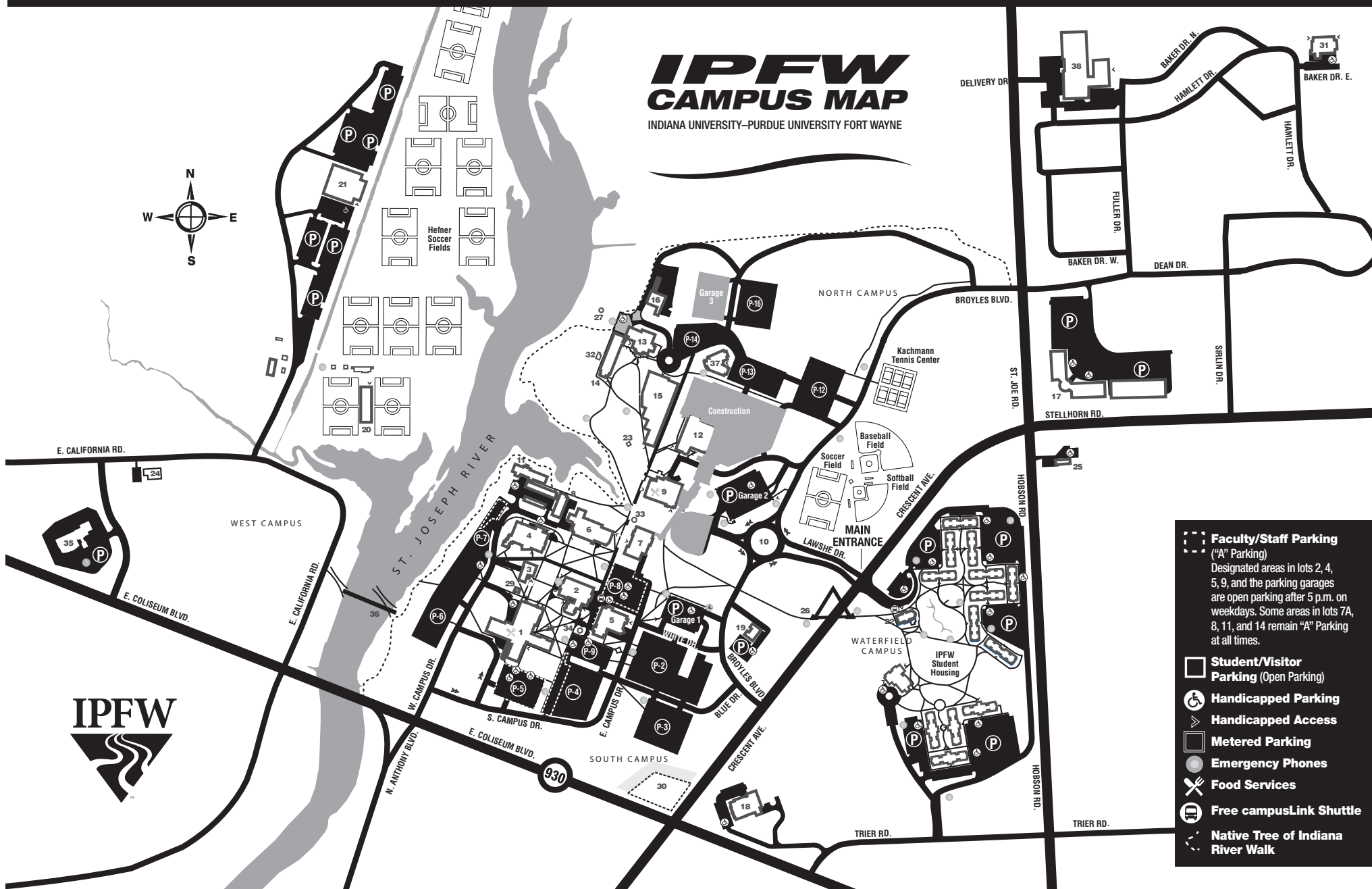
Alphabetical Legend

- 33 Bronze Mastodon
- 16 Chiller Plant
- 6 Liberal Arts Building
- 22 Cole Commons/IPFW Student Housing Office
- 31 Dolnick Learning Center
- 5 Engineering, Technology, and Computer Science Building
- 10 Friends Circle
- 23 Friends Pavilion
- 12 Gates Sports Center

- 28 Geogarden
- 38 Ginsberg Hall
- 29 Greenhouse
- 7 Helmke Library
- 25 Hobson Center
- 35 Holiday Inn at IPFW and the Coliseum
- 30 Katter Park
- 24 Keith Busse Steel Dynamics Alumni Center
- 1 Kettler Hall
- 32 Kiln Building
- 3 Life Sciences Resource Center

- 37 Medical Education Building
- 2 Neff Hall
- 17 Northeast Indiana Innovation Center
- 34 Obelisk
- 18 PBS 39 WFWA-DT/Kachmann Teleplex
- 21 PLEX, The
- 11 Printing Services/Warehouse Building
- 19 Purdue Extension Office
- 15 Rhinehart Music Center

- 36 Ron Venderly Family Bridge
- 27 SCAN Garden
- 4 Science Building
- 20 Soccer Support Facility
- 8 Support Services Building
- 14 Visual Arts Building
- 9 Walb Student Union
- 13 Williams Theatre
- 26 Willis Family Bridge



Faculty/Staff Parking
("A" Parking)
Designated areas in lots 2, 4, 5, 9, and the parking garages are open parking after 5 p.m. on weekdays. Some areas in lots 7A, 8, 11, and 14 remain "A" Parking at all times.

Student/Visitor Parking (Open Parking)

Handicapped Parking

Handicapped Access

Metered Parking

Emergency Phones

Food Services

Free campusLink Shuttle

Native Tree of Indiana River Walk



**STUDENT SUCCESS
AND TRANSITIONS**

Pathway Program

What are the pathways?

IPFW and Student Success and Transitions (SST) care about the futures of all of our students. To that end, the Pathway Program has been implemented to offer students a more targeted approach to choosing a major. The goal of the Pathways Program is to aid students with the transition to the university and assist them with discovering their interests, strengths, possibilities and resources. SST Advisors will afford students the opportunities to explore their options, and through this program help students bridge the gap between uncertainty and an academic major by connecting them with academic departments and colleges.

There are seven Pathway options for students:

Business and Leadership

Education

Humanities and Social & Behavioral Sciences

Allied Health Sciences

Engineering and Science

Polytechnic

Visual and Performing Arts

www.ipfw.edu/pathway

STUDENT SUCCESS AND TRANSITIONS
INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE



SST Pathway Program

Major Decision Map

Choosing your major is a big decision – but you are not alone.

Pathway advisors will assist you in discovering your interests, determining your strengths, and finding the right path. Your ultimate destination is graduation; before that you will need to make major decisions and we will support you on that journey.

While you have already chosen a pathway, there are still many choices as we chart your course, use this map as a guide.

First Stop:

Why are YOU here?

The first step is understanding your motivation for attending college. How important is a degree to YOU and why?

Second Stop:

Where are YOU?

The next step is understanding where you are in the decision making process. Do you have some majors you are considering or are you truly undecided?

Third Stop:

Who are YOU?

Now you will need to evaluate who you are. What are your skills/abilities, values and interests?

Fourth Stop:

What are YOUR options?

Next you will need to explore the options for majors, minors and concentrations and what classes are required for all options.

Fifth Stop:

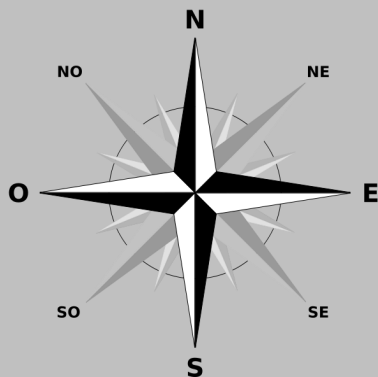
How will YOU choose?

Once you have explored your values, skills and interests, and narrowed down your major choices it's time for a "reality check". You need to synthesize what you've discovered on your journey.

Final Stop:

What's YOUR decision?

The final step is making a choice and declaring your major.



How do you decide on a major?

Let's start with some questions.

Perfect Future
Dream BIG!

What is your motivation for attending college? How important is a degree to YOU and why?

Where do you live?

How do you FEEL about making this decision?

What do you do for
work?

What majors have you considered?

What majors can you eliminate?

How much money
do you make?

Awards/Credentials
(Masters, PhD, etc.)?

Relationship/Family?

What are your skills/abilities, values and interests?

What do you do for
fun?

What things do you
own (car, house, etc.)?

What advice have friends/family given you about choosing a major/career?

SST Pathway Program

Advising Agreement

Students within the Pathway Program can expect pathway advisors & staff to:

Be Knowledgeable

We will assist students with understanding academic regulations, deadlines, University policies and procedures, degree requirements, and proper course sequencing. We will also make students aware of resources that will aid in their success and make referrals as needed.

Be Accessible

We will establish adequate appointment availability for students and respond to e-mail and phone call communication in an appropriate amount of time.

Be a Resource

We will share any pertinent information to assist students with effective decision making, this will include, but is not limited to: manageable academic loads, academic progress, relationships among degree requirements, areas of enrichment and degree enhancement, goal setting, time management, and linking academics to careers.

Students within the Pathway Program are expected to:

Be Responsible

You must be aware of deadlines, University policies and procedures, and degree requirements, and act upon academic decisions in a timely manner. You should present and candidly discuss factors (such as employment, commuting distance, and other circumstances) that might influence selection of classes, registration processes, and other academic planning.

Be an Active Participant

You should consult with your advisor whenever appropriate and in a timely manner, give forethought to any academic/major/resource questions, and discuss factors (such as employment, commuting distance, and other circumstances) that might influence selection of classes, registration processes, and other academic planning. You will make academic decisions based upon the information obtained or recommendations offered. Academic advisors/staff will not make decisions for students.

Pathway Program students are encouraged to declare a major by the time they earn 45 credit hours. Pathway Program staff will support students along the way, but will not allow students to be complement throughout this process. By being a part of the Pathway Program, students agree to the following:

- ☒ I will be an active participant in this process and do what is necessary to achieve my academic goals.
- ☒ I will meet with a Pathway Program Advisor at least once per term until I have declared a major.

SST Pathway Program

Business and Leadership Pathway

Students who choose the Business and Leadership Pathway have an interest in solving problems, inspiring others, social justice, and/or engaging in the community. Many who choose this pathway would describe themselves as goal-orientated, innovative, organized, strategic and motivated. Those in Business and Leadership are thoughtful decision makers and may consider themselves to be “balanced people” or have “balanced interests,” meaning they have varied skills and abilities. For example, someone in this pathway may like working with people in a management, business or political environment, but not in a profession akin to social work or nursing. Some skills related to majors and careers in this pathway: problem solving, global awareness, communication, ethical reasoning skills, commitment, integrity, courage, straightforwardness, and imagination.

Pathway Major - Suggested Courses

Gen Ed A1 - Written Communication - ENG W131 or GA1

Gen Ed A1 - Written Communication 2nd Semester - ENG W233 or GA1

Gen Ed A2 - Speaking and Listening - COM 11400 or GA2

Gen Ed A3 - Quantitative Reasoning - GA3

Gen Ed B4 - Scientific Ways of Knowing - GB4

Gen Ed B5 - Social and Behavioral Ways of Knowing - PSY 12000, SOC S161 or GB5

Gen Ed B6 - Humanistic and Artistic Ways of Knowing - PHIL 11100 or GB6

Gen Ed B7 - Interdisciplinary of Creative Ways of Knowing - ENG R190 or GB7

Pathway Courses - HTM 10000, PPOL V170, BUS W100, BUS J100 or OLS 25200

Academic Planning Essential:

Academic advisors help ensure that the classes you choose to take align with placement test results, interests, previously earned credits and requirements for the general education and any majors you may be considering. Every student should meet with their advisor at least once per

1 st Term	GA1	GA3	GB5	BUS J100	GB7	Other courses based on interest of student (See advisor for options)
2 nd Term	GA1	GA2	GB4	GB6	Other courses based on interest of student (See advisor for options)	

SST Pathway Program

Education Pathway

Students who choose the Education Pathway have a passion for youth and making a difference. Many who choose this pathway want to do public good and have an impact on the world, which can have a wide-reaching impact. Those in Education prepare the next generation and nurture the public. Some interested in this pathway want to work with children, but not in a traditional classroom and there are ways within this pathway to explore those options.

Pathway Major - Suggested Courses

Gen Ed A1 - Written Communication - ENG W131 or GA1

Gen Ed A1 - Written Communication 2nd Semester - ENG W233 or GA1

Gen Ed A2 - Speaking and Listening - COM 11400 or GA2

Gen Ed A3 - Quantitative Reasoning - MA 10100, MA 12400, MA 15300,
STAT 12500 or GA3

Gen Ed B4 - Scientific Ways of Knowing - BIOL 10000, GEOG G107, PHYS 21000
or GB4

Gen Ed B5 - Social and Behavioral Ways of Knowing - POLS Y103 or GB5

Gen Ed B6 - Humanistic and Artistic Ways of Knowing - HIST H105 or GB6

Gen Ed B7 - Interdisciplinary of Creative Ways of Knowing - ENG R190 or GB7

Pathway Courses - EDUC F200

Academic Planning Essential:

Academic advisors help ensure that the classes you choose to take align with placement test results, interests, previously earned credits and requirements for the general education and any majors you may be considering. Every student should meet with their advisor at least once per

1 st Term	GA1	GA3	GB4	GB5	GB7	EDUC F200
2 nd Term	GA1	GA2	GB4	GB6	Other courses based on interest of student (See advisor for options)	

SST Pathway Program

Engineering and Science Pathway

Students who choose the Engineering and Science Pathway enjoy solving problems and are generally very analytical, linear, rational, and theoretical. Many seek to understand things on a higher level - why things work the way that they do, not simply how they work. Those who choose this pathway enjoy complex puzzles and games that involve strategy and love the challenge of applying scientific/logical methods to solve problems. Most within this pathway excel in math and data analysis and/or have an interest in understanding more about the world in which we live. Research in areas such as the natural world, environment, human body, computer programming, and other technical systems are generally of interest to students who choose this pathway.

Pathway Major - Suggested Courses

Gen Ed A1 - Written Communication - ENG W131 or GA1

Gen Ed A1 - Written Communication 2nd Semester - GA1

Gen Ed A2 - Speaking and Listening - COM 11400 or GA2

Gen Ed A3 - Quantitative Reasoning - GA3

Gen Ed B4 - Scientific Ways of Knowing - CHM 11500 or GB4

Gen Ed B5 - Social and Behavioral Ways of Knowing - GB5

Gen Ed B6 - Humanistic and Artistic Ways of Knowing - PHIL 11100 or GB6

Gen Ed B7 - Interdisciplinary of Creative Ways of Knowing - ENG R190 or GB7

Academic Planning Essential:

Academic advisors help ensure that the classes you choose to take align with placement test results, interests, previously earned credits and requirements for the general education and any majors you may be considering. Every student should meet with their advisor at least once per

1 st Term	GA1	GA2	GA3	GB4		
2 nd Term	GA1	GB4	GB5	GB6	Other courses based on interest of student (See advisor for options)	

SST Pathway Program

Allied Health Sciences Pathway

Students who choose the Allied Health Sciences Pathway generally like working with and helping people and have an interest in science and medicine or medical environments. Many have strong empathetic or sympathetic tendencies and are generally very caring individuals. Other strengths of these individuals can include, but are not limited to: attention to detail and observation skills, organization and the ability to multitask, memorization skills and the ability to recall and process information quickly, as well as critical thinking skills and the ability to synthesize and analyze information. Some interested in the Allied Health Sciences Pathway are good at adapting well in various conditions, enjoy interacting with new people and have the ability to cope with seeing others in difficult, stressful and painful situations. Many within this pathway possess exemplary communication skills and have the ability to work as a part of a team.

Pathway Major - Suggested Courses

Gen Ed A1 - Written Communication - ENG W131 or GA1

Gen Ed A1 - Written Communication 2nd Semester - ENG W233 or GA1

Gen Ed A2 - Speaking and Listening - COM 11400 or GA2

Gen Ed A3 - Quantitative Reasoning - GA3

Gen Ed B4 - Scientific Ways of Knowing - BIOL 20300/20400 or GB4

Gen Ed B5 - Social and Behavioral Ways of Knowing - PSY 12000, SOC S161 or GB5

Gen Ed B6 - Humanistic and Artistic Ways of Knowing - PHIL 11100 or GB6

Gen Ed B7 - Interdisciplinary of Creative Ways of Knowing - ENG R190 or GB7

Pathway Courses - CHM 10400, CHM 11100, CSD 11500 or COM 21200

Academic Planning Essential:

Academic advisors help ensure that the classes you choose to take align with placement test results, interests, previously earned credits and requirements for the general education and any majors you may be considering. Every student should meet with their advisor at least once per

1 st Term	GA1	GA2	GA3	GB4	GB5	GB6
2 nd Term	GA1	GB4	GB5	GB6	GB7	Other courses based on interest of student (See advisor for options)

SST Pathway Program

Polytechnic Pathway

Students who choose the Polytechnic Pathway enjoy working with their hands and like to “tinker” with electronic devices, motorized vehicles, computers, etc. Many people within this pathway like learning practical technical skills and want to use science to make things better and/or more efficient. Those who choose this pathway tend to be inquisitive and enjoy the design, development and management of projects ranging from manufacturing and electrical systems to databases and computer systems. Those who have an interest in construction and the operation end as well as the creation of a project plan to help meet the needs of organizations, enterprise or society are found within this pathway.

Pathway Major - Suggested Courses

Gen Ed A1 - Written Communication - ENG W131 or GA1

Gen Ed A1 - Written Communication 2nd Semester - ENG W234 or GA1

Gen Ed A2 - Speaking and Listening - COM 11400 or GA2

Gen Ed A3 - Quantitative Reasoning - GA3

Gen Ed B4 - Scientific Ways of Knowing - PHYS 21800 or GB4

Gen Ed B5 - Social and Behavioral Ways of Knowing - OLS 252, IET 105 or GB5

Gen Ed B6 - Humanistic and Artistic Ways of Knowing - GB6

Gen Ed B7 - Interdisciplinary of Creative Ways of Knowing - ENG R190 or GB7

Academic Planning Essential:

Academic advisors help ensure that the classes you choose to take align with placement test results, interests, previously earned credits and requirements for the general education and any majors you may be considering. Every student should meet with their advisor at least once per

1 st Term	GA1	GA2	GA3	GB5		
2 nd Term	GA1	GB4	GB6	GB7		

SST Pathway Program

Humanities and Social & Behavioral Science Pathway

The humanities and social sciences are academic disciplines that examine human culture and society, as well as relationships among individuals. The humanities are those disciplines that focus on human belief systems, human culture and art, societies, relationships, and in the ways in which humans express themselves and create meaning. The social sciences investigate and analyze human nature and behavior, including human social structures and governments as well as how humans communicate with each other within these social structures. This broad pathway is concerned with understanding human institutions, how the mind works, and how we interact with one another. Students in this pathway are caring, compassionate, able to improvise, and often choose helping professions. Others within this pathway are curious about the world and its people, cultures, societies, relationships, language, and belief systems. Still others are interested in how we construct governing bodies, how the mind works, how we interact in society, and how we express ourselves and create meaning. Some skills and attributes related to majors and careers in this pathway include the following: global awareness, communication, critical thinking and reasoning skills, empathy, compassion, a desire to learn new concepts and theories, and open-mindedness. Students who choose majors in this pathway are often interested in how many different disciplines work together to help paint a broad picture of the world in which we live, and they use this broad understanding of the world in order to solve problems, analyze situations, data, and texts, and communicate clearly within the global marketplace.

Pathway Major - Suggested Courses

Gen Ed A1 - Written Communication - ENG W131 or GA1

Gen Ed A1 - Written Communication 2nd Semester - ENG W233 or GA1

Gen Ed A2 - Speaking and Listening - COM 11400 or GA2

Gen Ed A3 - Quantitative Reasoning - GA3

Gen Ed B4 - Scientific Ways of Knowing - GB4

Gen Ed B5 - Social and Behavioral Ways of Knowing - PSY 12000, SOC S161 or GB5

Gen Ed B6 - Humanistic and Artistic Ways of Knowing - PHIL 11000/11100 or GB6

Gen Ed B7 - Interdisciplinary of Creative Ways of Knowing - ENG R190 or GB7

Pathway Courses - ANTH E105, HIST H105/H106, HSRV 10000, POLS Y103,
WOST W210 or Language Sequence

Academic Planning Essential:

Academic advisors help ensure that the classes you choose to take align with placement test results, interests, previously earned credits and requirements for the general education and any majors you may be considering. Every student should meet with their advisor at least once per semester!

1 st Term	GA1	GA3	GB5	GB6	GB7	Other courses based on interest of student (See advisor for
2 nd Term	GA1	GA2	GB4	GB5	GB6	Other courses based on interest of student (See advisor for options)

SST Pathway Program

Visual & Performing Arts Pathway

Students within the Visual and Performing Arts Pathway seek to understand the non-verbal language of art, are creative, and wish to express themselves using a myriad of methods: visually, vocally, with an instrument, and using design techniques/methods. Most within this pathway appreciate and value art and artistic expression and wish to become familiar or more familiar with the major achievements in the history of art, including the works and intentions of leading artists past and present. Those within this pathway value an environment that encourages free and open inquiry, diversity, the cultivation of creativity and artistic collaboration.

Pathway Major - Suggested Courses

Gen Ed A1 - Written Communication - ENG W131 or GA1

Gen Ed A2 - Speaking and Listening - COM 11400, THTR 11400 or GA2

Gen Ed A3 - Quantitative Reasoning - MA 14000, STAT 12500 or GA3

Gen Ed B4 - Scientific Ways of Knowing - GB4

Gen Ed B5 - Social and Behavioral Ways of Knowing - PSY 12000 or GB5

Gen Ed B6 - Humanistic and Artistic Ways of Knowing - GB6

Gen Ed B7 - Interdisciplinary of Creative Ways of Knowing - ENG R190 or GB7

Pathway Courses - FINA H112 or MUS Z105

Academic Planning Essential:

Academic advisors help ensure that the classes you choose to take align with placement test results, interests, previously earned credits and requirements for the general education and any majors you may be considering. Every student should meet with their advisor at least once per semester!

1 st Term	GA1	GA2	GA3	GB4	GB7	
2 nd Term	GB4	GB5	GB6	Other courses based on interest of student (See advisor for options)		

IDIS 11000 Lesson Plan 17.18

Week: 7

Lesson: 1 of 2



Instructor Overview

Topic: Academics

Reading: Supplemental handouts/links 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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 6: Demonstrate knowledge and usage of campus resources		
Enabling Objectives	Domain	Taxonomy
6.3 Understand and utilize the Bulletin	C/P	U/AP

Terminal Objective 7: Demonstrate knowledge and understanding of academic options		
Enabling Objectives	Domain	Taxonomy
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors	C	R/U

Activities:

Pathways (5 minutes)

- brief follow-up on the Pathways discussion from the previous week

Academic Calendar (5 minutes)

- pull up the academic calendar and show students how to use this resource
- pull up the SSP advising syllabus and review important dates and deadlines

Bulletin (25 minutes)

- display Bulletin on the overhead
- show students how to find information on academic majors and minors
- explain which Bulletin students should use and why that is important
 - Ask: What is the difference between the degree requirements listed in the Bulletin and myBLUEprint? What should students do if they notice a discrepancy?
- click on and review/lead discussion on the following topics in the Bulletin:
 - 1) Program Descriptions 6) Academic Standing

IDIS 11000 Lesson Plan 17.18

Week: 7

Lesson: 1 of 2



- | | |
|-------------------------|---|
| 2) Course Descriptions | 7) Degrees |
| 3) Academic Honesty | 8) Transcripts |
| 4) Grades | 9) Grade Appeals |
| 5) Grade Point Averages | 10) Code of Student Rights, Responsibilities, and Conduct |

Academics Kahoot (15 minutes)

The Academics Kahoot may be found in the week 7 folder in Bb. It is hidden so that only instructors can access it.

Kahoot Discussion:

Facilitate discussion as appropriate during quiz game on items that students did not know well.

Assignments:

Bulletin Scavenger Hunt (due before class)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Assessments: None

Total Points Possible: 60 (+10 points extra credit)

Discussion Participation 10

Bulletin Scavenger Hunt 20

Academics Kahoot Participation 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Student Overview

Topic: Academics

Reading: Supplemental handouts/links available via Bb

In-Class Activities: Discussion

Assignments/Assessments:

Bulletin Scavenger Hunt (due before class)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 60 (+10 points extra credit)

Discussion Participation 10

Bulletin Scavenger Hunt 20

Academics Kahoot Participation 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

IDIS 11000 Lesson Plan 17.18

Week: 7

Lesson: 1 of 2



Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
6.3 Understand and utilize the Bulletin
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors

Notes	Adaptations for Online Course
<ul style="list-style-type: none">-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting-Instructors should read the assigned readings and take notes to prepare for discussion and activities.-Check Bb for all required items.-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts	<ul style="list-style-type: none">-DB points for participation points-Adapt deadlines/syllabus (M-Su schedule online)-Adapt student overview and combine L1 and L2 into a weekly overview-Instructor video on Pathways-Instructor video on Bulletin-Announcements



Instructor Overview

Topic: Goals

Reading: Supplemental handouts/links 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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 5: Set personal and academic goals		
Enabling Objectives	Domain	Taxonomy
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals	C	R/U
5.2 Identify primary personal motivating factors	C/Af	Ap
5.3 Create personal goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.4 Create academic goals that follow SMART or DAPPS guidelines	C/P	U/Ap/Cr
5.5 Critically evaluate and assess classmates' goals	C	An/E

Activities:

Brief, instructor-led review of SMART and DAPPS guidelines from weeks one and two. (10 minutes)

Goal Peer Review (30 minutes)

Place students into groups of three, explain that this activity is intended to help them revise and strengthen their goals, due before the next class meeting.

- 1) Briefly review your goals from earlier in the term and take 5 minutes to write down some notes on the following individually:
 - a. What progress have you made on your goals?
 - b. If you have not made progress, why have you not?
 - c. What do you think you should have done differently in formulating your goals, if anything? Why?
- 2) Students should trade goals with two other students (those who did not bring printed copies to class cannot participate in the activity and should spend this time in a small group discussing goals for ½ participation).

IDIS 11000 Lesson Plan 17.18

Week: 7

Lesson: 2 of 2



- 3) Students should critically analyze one another's goals and provide feedback and should add their name to the peer's paper as "reviewer"
- 4) Students must show the instructor the feedback they received. Students earn 10 points for bringing two copies of their goals assignment and 5 points per review, for a total of 20 points.

Large Group Discussion (10 minutes)

- a. What progress have you made on your goals?
- b. If you have not made progress, why have you not?
- c. What do you think you should have done differently in formulating your goals, if anything? Why?

Assignments:

Bring two printed copies of previous final draft of goals assignment from week two (due at start of class)

Assessments: Academics Quiz (due before class)

Total Points Possible: 60

Discussion Participation 10

Goal Peer Review 20

Academics Quiz 30

Student Overview

Topic: Goals

Reading: Supplemental handouts/links available via Bb

In-Class Activities:

Discussion

Peer Review

Assignments/Assessments:

Bring two printed copies of previous final draft of goals assignment from week two (due at start of class)

Total Points Possible: 60

Discussion Participation 10

Goal Peer Review 20

Academics Quiz 30

IDIS 11000 Lesson Plan 17.18

Week: 7

Lesson: 2 of 2



Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 5: Set personal and academic goals
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals

Notes	Adaptations for Online Course
<p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	

IDIS 11000 Student Overview: Week 7, Meeting 1

Topic: Academics

Reading: Supplemental handouts/links available via Bb

In-Class Activities: Discussion

Assignments/Assessments:

Bulletin Scavenger Hunt (due before class)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 60 (+10 points extra credit)

Discussion Participation 10

Bulletin Scavenger Hunt 20

Academics Kahoot Participation 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

IDIS 11000 Student Overview: Week 7, Meeting 2

Topic: Goals

Reading: Supplemental handouts/links available via Bb

In-Class Activities:

Discussion

Peer Review

Assignments/Assessments:

Academics Quiz (due before class)

Bring two printed copies of previous final draft of goals assignment from week two (due at start of class)

Total Points Possible: 60

Discussion Participation 10

Academics Quiz 30

Goal Peer Review 20

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
Objective 5: Set personal and academic goals
6.3 Understand and utilize the Bulletin
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals

IDIS 11000 Online Student Overview: Week 7

Approximate time to complete all items: 4 hours

Topic: Academics
Goals

Reading: Supplemental handouts/links available via Bb

Assignments/Assessments:

Discussion Boards A and B (original post due by Friday, two responses to classmates due by Sunday)

Goal Peer Review Discussion Board (original post due by Friday, two responses to classmates due by Sunday)

Bulletin Scavenger Hunt (due by Sunday)

Academics Quiz (due by Sunday)

Kahoot Review: Campus Resources and Academics (due by Sunday)

CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 120 (+10 points extra credit)

Discussion Board A 10

Discussion Board B 10

Goal Peer Review Discussion Board 20

Bulletin Scavenger Hunt 20

Academics Quiz 30

Kahoot Review 10

CASA Tutoring 20

CASA Tutoring Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 6: Demonstrate knowledge and usage of campus resources
Objective 7: Demonstrate knowledge and understanding of academic options
Objective 5: Set personal and academic goals
6.3 Understand and utilize the Bulletin
7.1 Demonstrate knowledge and understanding of academic pathways, majors and minors
5.1 Demonstrate knowledge and understanding of SMART and DAPPS goals
5.2 Identify primary personal motivating factors
5.3 Create personal goals that follow SMART or DAPPS guidelines
5.4 Create academic goals that follow SMART or DAPPS guidelines
5.5 Critically evaluate and assess classmates' goals

IDIS 11000 Lesson Plan 17.18

Week: 8

Lesson: 1 of 1



Instructor Overview

Topic: Professional Communication Skills

Course Wrap-up

Reading: Chapter 10: Presenting in front of a crowd: learning to present your work in public

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		
Enabling Objectives	Domain	Taxonomy
1.2 Correctly use common college terminology	C	Ap
6.2 Utilize CASA services	P	Ap
6.6 Learn about campus events	C/P/A	U/Ap
6.7 Meet with academic advising a minimum of two times during the term	P	Ap
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public	C	R/U
8.3 Practice professional communication skills	C/P	Ap/Cr

Terminal Objective 2: Develop and implement a time management plan		
Enabling Objectives	Domain	Taxonomy
2.7 Critically evaluate implementation of their own time management plan	C/P	U/AP
2.8 Revise time management plan as needed	C/P	Ap/E/Cr

Terminal Objective 4: Demonstrate application of study skills		
Enabling Objectives	Domain	Taxonomy
4.4 Reflect on implementation of study skills	C/Af	R/U/An

Terminal Objective 7: Demonstrate knowledge and understanding of academic options		
Enabling Objectives	Domain	Taxonomy
7.2 Correctly identify important dates related to academic progress and options	C	R/U

Terminal Objective 8: Identify professional communication skills that positively impact their academic goals		
Enabling Objectives	Domain	Taxonomy
8.2 Explore the impact of culture on professional communication skills	C/Af	R/U/Ap
8.4 Reflect on the impact of their own professional communication	C/Af	An/Ev

Instructor note:

For the fall term, week eight falls during spring break, so face-to-face classes meet only once. In spring term, this lesson plan should be divided so that one class session is devoted to impromptu presentations and the other may be cancelled or used per the instructor's discretion.



Activities:

Impromptu Presentations/Discussion (50 minutes)

- 1) Ask students to spend one minute individually preparing for an impromptu presentation
 - a. Divide students into groups, each getting one set of conversation dice (for variety)
 - b. Students will choose one conversation dice one minute before they speak
 - c. Students will spend one minute preparing their presentation and may use notes
- 2) Student presentations will be timed at 1 minute
 - a. Select one student to be the time keeper
 - b. Time keepers should give each student a signal when they have 10 seconds left
 - c. Students will not be permitted to continue after the 1 minute mark
 - d. Students should move quickly between presenters to allow time for all presentations and large group discussion to follow
- 3) Instructors will grade presentations according to the presentation rubric
 - a. Students may pick up presentation rubrics the following week
- 4) Instructor will provide each group with enough printed copies of the rubric so that all group members may assess each group member's participation. Students must include their name as evaluator and include the speaker's name on each form and pass them in before leaving for participation points.
- 5) Discussion:

Once presentations are complete, lead a large group discussion on what the class did well, overall, and what areas needed improvement, based on concepts from chapter 10.

Assignments:

Reflection Response Piece (due before class)
Campus Events Assignment (due before class)
Success Survey (due by Friday at 5:00 p.m.)
CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Assessments:

Chapter 10 Quiz (due before class)
End of Term Evaluation (due by Friday at 5:00 p.m.)
Final Exam (due by Friday at 5:00 p.m.)

IDIS 11000 Lesson Plan 17.18

Week: 8

Lesson: 1 of 1



Total Points Possible: 325 (+20 points extra credit)

- Presentation Peer Review 20
- Impromptu Presentations 20
- Chapter 10 Quiz 10
- Reflection Response Piece 50
- Final Exam 100
- Campus Events Assignment 100
- CASA Tutoring 20
- CASA Tutoring Extra Credit 10
- End of Term Evaluation Extra Credit 10
- Success Survey 5

Student Overview

Topic: Professional Communication Skills
Course Wrap-up

Reading: Chapter 10: Presenting in front of a crowd: learning to present your work in public

In-Class Activities: Impromptu Presentations
Presentation Peer Review

Assignments/Assessments:

- Reflection Response Piece (due before class)
- Campus Events Assignment (due before class)
- Chapter 10 Quiz (due before class)
- Final Exam (due by Friday at 5:00 p.m.)
- End of Term Evaluation (due by Friday at 5:00 p.m.)
- Success Survey (due by Friday at 5:00 p.m.)
- CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 325 (+20 points extra credit)

- Presentation Peer Review 20
- Impromptu Presentations 20
- Chapter 10 Quiz 10
- Reflection Response Piece 50
- Final Exam 100
- Campus Events Assignment 100
- Success Survey 5
- CASA Tutoring 20
- CASA Tutoring Extra Credit 10
- End of Term Evaluation Extra Credit 10

IDIS 11000 Lesson Plan 17.18

Week: 8

Lesson: 1 of 1



Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
Objective 4: Demonstrate application of study skills
Objective 7: Demonstrate knowledge and understanding of academic options
Objective 8: Identify professional communication skills that positively impact their academic goals
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed
4.4 Reflect on implementation of study skills
7.2 Correctly identify important dates related to academic progress and options
8.2 Explore the impact of culture on professional communication skills
8.4 Reflect on the impact of their own professional communication

Notes	Adaptations for Online Course
<p>-Due to fall break, lesson plan is only written for one class meeting—spring term may be divided or one class cancelled</p> <p>-Be sure to ask students how things are going as they arrive and begin class by asking a clearinghouse question on any questions from the previous class meeting</p> <p>-Instructors should read the assigned readings and take notes to prepare for discussion and activities.</p> <p>-Check Bb for all required items.</p> <p>-Weekly folders, quizzes, assignments, etc. should be updated for availability dates Folder availability: Monday one week in advance @ 12:00 a.m. (example: Quiz and assignment availability: The preceding Friday of each week @ 12:00 a.m. through the time that class starts</p>	<p>-DB points for participation points</p> <p>-Adapt deadlines/syllabus (M-Su schedule online)</p> <p>-Adapt student overview and combine L1 and L2 into a weekly overview</p> <p>-Announcements</p>

IDIS 11000 Student Overview: Week 8

Topic: Professional Communication Skills
Course Wrap-up

Reading: Chapter 10: Presenting in front of a crowd: learning to present your work in public

In-Class Activities: Impromptu Presentations
Presentation Peer Review

Assignments/Assessments:

- Reflection Response Piece (due before class)
- Campus Events Assignment (due before class)
- Chapter 10 Quiz (due before class)
- Final Exam (due by Friday at 5:00 p.m.)
- End of Term Evaluation (due by Friday at 5:00 p.m.)
- Success Survey (due by Friday at 5:00 p.m.)
- CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 320 (+20 points extra credit)

- Presentation Peer Review 20
- Impromptu Presentations 20
- Chapter 10 Quiz 10
- Reflection Response Piece 50
- Final Exam 100
- Campus Events Assignment 100
- Success Survey 5
- CASA Tutoring 20
- CASA Tutoring Extra Credit 10
- End of Term Evaluation Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan Objective 4: Demonstrate application of study skills Objective 7: Demonstrate knowledge and understanding of academic options Objective 8: Identify professional communication skills that positively impact their academic goals
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed
4.4 Reflect on implementation of study skills
7.2 Correctly identify important dates related to academic progress and options
8.2 Explore the impact of culture on professional communication skills
8.4 Reflect on the impact of their own professional communication

IDIS 11000 Online Student Overview: Week 8

Approximate time to complete all items: 4 hours

Topic: Professional Communication Skills
Course Wrap-up

Reading: Chapter 10: Presenting in front of a crowd: learning to present your work in public

Assignments/Assessments:

- Presentations/Peer Review Discussion Board (presentation due by Friday, peer reviews due by Sunday)
- Reflection Response Piece (due by Sunday)
- Campus Events Assignment (due by Sunday)
- Chapter 10 Quiz (due by Sunday)
- Final Exam (due by Sunday)
- End of Term Evaluation (due by Sunday)
- Success Survey (due by Sunday)
- CASA Tutoring (one hour required this week, may attend one additional hour for extra credit)

Total Points Possible: 325 (+20 points extra credit)

- Presentations/Peer Review Discussion Board 40
- Chapter 10 Quiz 10
- Reflection Response Piece 50
- Final Exam 100
- Campus Events Assignment 100
- CASA Tutoring 20
- Success Survey 5
- CASA Tutoring Extra Credit 10
- End of Term Evaluation Extra Credit 10

Objectives:

Common Objectives Spanning the Course/Curriculum
1.2 Correctly use common college terminology
6.2 Utilize CASA services
6.6 Learn about campus events
6.7 Meet with academic advising a minimum of two times during the term
8.1 Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
8.3 Practice professional communication skills
Objective 2: Develop and implement a time management plan
Objective 4: Demonstrate application of study skills
Objective 7: Demonstrate knowledge and understanding of academic options
Objective 8: Identify professional communication skills that positively impact their academic goals
2.7 Critically evaluate implementation of their own time management plan
2.8 Revise time management plan as needed
4.4 Reflect on implementation of study skills
7.2 Correctly identify important dates related to academic progress and options
8.2 Explore the impact of culture on professional communication skills
8.4 Reflect on the impact of their own professional communication

Week 8 Presentations: IDIS 11000

Evaluator: _____

Speaker: _____

Criteria:

Introduction of student/topic

Appropriate pace/speed

Appropriate speaking volume and tone

Avoided distracting mannerisms

Effective gestures and purposeful movement

Effective eye contact

Grammar and word choice appropriate for audience

Articulated clearly, avoided vocalized pauses (um, uh, etc.)

Final statement

Overall Flow

0 points	0.5 point	1 point	1.5 points	2 points
Needs significant improvement				Exceptional

Total Points: ____/20

Additional Comments: