Universal Design Toolkit

Course Component	Universal Design for Learning Practices	Appendices & Websites
Syllabus	- Available in hardcopy and online. - Available to students prior to the start of the semester. - Offer varied ways to contact instructor for questions/concerns. - Provide a brief overview of instructor. - Textbooks: 　-List required and recommended texts with purchase information. 　-Electronic equivalent provided or texts ordered early to ensure timely conversion in an alternative format. - Clearly explain and link all learning objectives, course requirements/assignments, and appropriate due dates (even if tentative). Provide detailed guidance on how to complete major course projects, activities, or papers and offers links to examples and illustrations as appropriate. - Provide instructions and passwords for any online components of the course. - Include statement regarding accommodations. - Include link to the student code of conduct. - Include information about what to do in an emergency. - Consider the language you use, steer clear from subjective and/or vague language. - Keep language succinct and simple. Avoid metaphor, figures of speech and other forms of representational language. - Include a calendar of due dates, and highlight key course events and activities. - Include information about student-orientated campus resources and highlight specific additional resources that may be unique to your course. - Periodically review key items throughout the semester. - Check for comprehension.	**Appendix A:** - Syllabus Rubric - Syllabus Tips - Sample Syllabus - SLO's Graphically Organized - Syllabus Questionairre **Websites:** - Sample Syllabus Statements
In Class Writing Assignments	- Allow students to use a word processor. - Have a "plan B" for students who will need more than the allotted time. - Provide prompt/topic ahead of time. - Allow students to bring in notes or an outline to work from. - Provide students with an element of choice.	**Appendix B:** Sample Writing Assignment
Class Discussion	- Tell students ahead of time that there will be a class discussion and tell them how to prepare. - Use a variety of approaches when facilitating a discussion (do not rely on solely on volunteers or on choosing students at random). - Ask students to paraphrase important points to check for comprehension. - Provide visual aids to support discussion content.	**Appendix C:** - Guided Reciprocal Peer Questioning - Participation Rubrics

Group Work	• Tell students ahead of time that there will be group work. • Explain the role of each group member, what the expectation for the group and each individual are. • Use a variety of approaches when determining groups (do not rely solely on students choosing their own groups). • State, verbally and in writing, the intended outcome of the group activity.	**Appendix D:** • Ways to break students into groups • Cooperative Learning Group Roles
Exams/Quizzes	• Remind students to set up their accommodations ahead of time. • For essay exams allow students to use a word processor. • For quizzes have a "plan B" for students that will need extra time, or may not be able to complete the quiz in the classroom. • For "pop" quizzes have a "plan B" for students who will need accommodation. • Include exam and quiz dates on the course calendar. • Review exams/quizzes for ambiguous language, particularly language that can be interpreted in more than one way. • Have practice and/or sample exams/quizzes available for students to access.	**Appendix E:** • Accommodating Pop Quizzes
Presentations	• Provide students with a rubric for how they will be graded. • Consider whether or not students should be graded on actual presentation skills- or is it content that is really being graded. • Consider providing an alternate assignment in disciplines where presentation skills are not part of the core curriculum such as student created media, websites, videos, wikis, and/or blogs.	**Appendix F:** • Presentation Rubrics
Reading assignments	• Provide reading assignments and texts ahead of time, so students will have enough time to generate alternate media if need be. • Have readings available in an electronic format. • Consider how you will have students demonstrate they have completed reading assignments, other than in a culminating paper or exam (ex: have students turn in copies of their annotated readings).	**Websites:** • Read and Write Gold Demo Video • www.readwritegold.com **Appendix G:** • How to Annotate
Essays/Research Papers and Projects	• Provide samples of above average, average, and below average essays. • Provide students with multiple prompts to choose from. • Provide students with a rubric for how they will be graded. • Provide opportunities for students to incorporate personal experiences, or relate personal experiences to their topic. • For larger papers or long term assignments provide support for	**Appendix H:** • Essay Rubric • Essay Concept Map • Essay Graphic Organizers

	• breaking down assignment into smaller chunks. • Incorporate student created media.	
Attend to Lecture/Taking Notes	• Responsive and timely to request for note taker accommodations. Consider offering extra credit to students who volunteer to be note-takers. • Rotate note taking duties, have students share their notes. • Consider ways in which students can better capture and retain lecture content. • Encourage the use of technology for note-taking (smart pens, taking photos of the board, recorder devices). • Break lectures down into 15 to 20 minute chunks, in between chunks provide an opportunity for students to demonstrate their comprehension of lecture content. • Make Power Points or other presentations available electronically to all students. • Provide students with note-taking rubrics and graphic organizers.	**Appendix I:** • Think-Pair-Share Activity • Cornell Notes **Websites:** • www.livescribe.com
Instructor Office Hours	• Require students visit office hours at the start of the semester. • Require progress meetings midway through the semester. • Provide an incentive, such as extra credit, for student use of this resource.	**Appendix J:** • Office Hour Assignment
Email	• Require students email instructor at the start of the semester. • Communicate expectations regarding what can be communicated about over email and what is more appropriate for office hours. • Communicate to students what they can expect regarding response time to email.	**Appendix K:** • Email Etiquette
Study Groups	• Facilitate the formation of student study groups to meet outside of class time. • Instructor attends study groups periodically throughout the semester. • Provide an incentive, such as extra credit, for student use of this resource. • Utilize web based communication tools for collaboration such as Global Virtual Classroom and Tele-Collaborate.	**Appendix L:** • Tips for forming a study group
Online & Technology Resources	• Provide students with a list of online resources that support course content. • Consider creating a "Lib Guide" for your class.	**Appendix M:** • Apps for Students in Higher Education

Universal Design Toolkit

On Campus Instructional Supports	• Require students use one or more on campus tutorial supports as part of an assignment. • Provide an incentive, such as extra credit, for student use of this resource.	
Library	• Require students use the library as part of an assignment. • Schedule a class meeting or tour of the library. • Provide an incentive, such as extra credit, for student use of this resource.	**Websites:** • SRJC Faculty Library Resources
Student Services	• Require students access one or more student service as part of an assignment. • Provide an incentive, such as extra credit, for student use of resources.	**Appendix N:** • Sample Campus Resource Assignments

Communicating with Students	• In Class:
	  -Face the class
	  -Speak clearly
	  -Consider using a microphone
	  -Make eye contact with students
	  -Supplement in-person contact with online communication
	  -Use straightforward language. Avoid symbolic language or paraphrase after.
	  -Avoid unnecessary jargon and complexity
	  -Use student names in electronic, written, and in-person communications
	• Communicate your expectations and policies in writing regarding the following:
	  -In person communication
	  -Electronic communication
	  -Need for Accommodation
	  -Absences
	  -Changes to schedule and/or assignments
	  -Behavior/Conduct
	  -Grading questions
	  -Assignment clarification/help	

Physical Environments and Products	Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations**.**	**Websites:** • Online Instruction Accessibility Resources • Promoting Safety in the College Classroom

- University of Washington DO-IT (Disabilities, Opportunities, Internetworking and Technology): http://www.washington.edu/doit/Faculty/

- National Center on Universal Design for Learning: www.udlcenter.org

- Center for Applied Special Technology (CAST) - a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning: www.cast.org

- Center on Postsecondary Education and Disability
  http://www.facultyware.uconn.edu/home.cfm

- Sonoma State University; includes information about the EnACT~PTD project:
  www.udluniverse.com

- University of Minnesota, Pedagogy and Student Services for Institutional Transformation: http://www.cehd.umn.edu/passit/

Universal Design for Learning: A Rubric for Evaluating Your Course Syllabus

A well-designed syllabus offers more than the instructor's contact information and a course outline. It also provides information about course goals and objectives, grading procedures, support services, and course policies regarding class participation, missed examinations, late assignments, and academic integrity. ~Howard University

Elements	Traditional Syllabus	Enhanced Syllabus	Exemplary Syllabus	Tips/Tools
Instructor Information	Syllabus provides a single way to way to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns and provides brief overview of instructor.	
Textbooks	Syllabus lists required and recommended textbooks.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Short statement provided as to why the textbook was selected.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Electronic equivalent provided or texts ordered early to ensure timely conversion in an alternative format. Short statement provided as to why the textbook was selected.	
Course Assignments (*explanation*)	Syllabus identifies all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus identifies and explains all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus clearly explains and links all learning objectives, course requirements/assignments, and appropriate due dates.	
Course Assignments (*examples*)	Syllabus provides information on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers and offers links to examples and illustrations as appropriate.	
Course Assignments (*submission*)	Syllabus requires students to submit course assignments in a single or specific way.	Syllabus allows for specific students to submit course assignments in alternative formats with prior instructor approval.	Syllabus provides multiple ways for all students to submit course assignments.	
Course Assignments (*grading*)	Syllabus stipulates grading criteria for all course requirements.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification and links to instructor grading rubrics.	
Course Calendar	Syllabus has no or minimal information in calendar form.	Syllabus utilizes a course calendar to specify due dates for course activities.	Syllabus and Learning Management System (LMS) utilize a course calendar to specify and periodically reinforce due dates, highlighting key course events and activities.	
Student Resources	Syllabus contains no information about student-oriented campus resources.	Syllabus contains general information about student-oriented campus resources.	Syllabus contains general information about student-oriented campus resources and highlights specific additional resources that may be unique to this course.	
Format (*length*)	Syllabus provides basic information in a few pages.	Syllabus contains all course information, guidance, and examples, but may be cumbersome for some to navigate.	Syllabus is carefully crafted to provide sufficient information and guidance yet clearly links to additional resources and examples avoiding a text heavy document.	
Format (*accessible*)	Syllabus is offered in hardcopy form on the first day of class.	Syllabus is made available in hardcopy and electronically upon student request.	Syllabus is made available to students as an accessible electronic document and hardcopy form.	
Format (*visible*)	Syllabus is offered in hardcopy form on the first day of class.	Syllabus is offered in multiple ways so students can access information as needed throughout the course.	Syllabus is offered and posted in multiple ways so students can access information easily and repeatedly. Key items are periodically reviewed.	

Tips to Reach All Students with a Universally Designed Syllabus

You can get your students off to a good start with a universally designed syllabus. When you create your next syllabus, **start** with the traditional methods and then **add** new features.

Tip	Traditional	Universal Design
Present information in at least two formats	Write the course schedule in paragraph or table form.	Highlight due dates on a calendar graphic.
	Write the main concepts to be covered.	• List the main concepts in bulleted form. • Create a simple map showing how concepts connect.
Give students as many resources as possible	List required texts.	List places where students might find the text.
	Reference online resources.	Provide website addresses for each resource.
	Include a disability statement.	Include a brief statement that acknowledges diverse learning styles provide websites and phone numbers to students' services on campus as well as a map indicating where these services are physically and virtually to support students' learning experiences.
Provide lots of background information— but be brief	List your name and contact information.	Give students a brief overview of who you are and why you are teaching this topic.
	List the course's name.	Include a picture, graphic, or short sentence explaining the meaning of the course's name.
	List the required texts.	Give short explanations of why you chose each text or background on the author.
	List the assignments and general requirements.	• Use rubrics to introduce and explain the importance of assignments. • Provide examples of good assignments, highlighting what each does well.
	State the purpose of the course.	Use an essential question to frame the course and meetings. Come back to this question at major points in the syllabus.
Build in flexibility	State your office times and location.	• Show your schedule on a calendar graphic. • Provide a map of your office. • Give directions from the classroom to your office.
	Hold office hours in your office.	• Hold office hours immediately before or after class in the classroom. • Hold virtual office hours (email, instant messaging chat, phone).
	Require that students complete assignments.	• Offer students a choice of assignments (e.g., give a presentation or write a paper). • Let students choose a subject related to the material that interests them. Create a rubric for this process.
	Require students to submit their assignments in class.	Give students the option of submitting assignments via email, a course website, or a drop box.
	Assignments are due on a specific date.	Give mini-assignments (cumulating in the large one) with flexible due dates. Check in with students about their progress.
Go digital	Hand out your paper syllabus on the first day of class.	Distribute the syllabus on a course website, in an email, on a CD, etc.
	Select traditional paper texts.	Choose textbooks that also come in digital format (CD, on a website, etc.). Inform students that the text is available in both paper and digital formats.
Less is more	Put everything about the course on your syllabus.	Too much text and information is overwhelming. Give only the facts of the course. Make a separate handout with extra information. Post it online or pass it out when appropriate.
	Go over the entire syllabus at the beginning of the course.	Go over only the most crucial information—concepts covered, required text, expectations, and assignments (briefly). Cover the rest as it comes up.

Writing is not thinking reported; it is thinking.
-- Dewey

ENG 1A: English Composition
Language, Identity, and Consciousness

Important Information

Instructor:

MW: Online Office Hours 9-10am

TTH: Office Hours @ Emeritus 1668 11am-12pm

E-mail me: aromagnoli@santarosa.edu

Section #5511 MW: 12-2

Turnitin.com:

Class ID: 8788676

Password: spring

Visit Me: Office Hours @ 1668

REQUIREMENTS:

- Microsoft Word/Internet Access
- *The Brief Wondrous Life of Oscar Wao* by Oscar Wao
- *Are Prisons Obsolete* by Angela Y. Davis
- You will also be responsible for printing a variety of articles throughout the semester
- Flash Drive or Dropbox for writing process
- Flexibility: You will need to have a positive attitude about changes to the schedule and course materials

Prerequisite

English 1A: Placement on the English assessment test into English 1A; OR Completion of ENGL 100B or higher; OR Course Completion of ENGL 100; OR Course Completion of ESL 100.

Why 1A?

This course provides instruction in writing academic, analytic essays and reading (and writing about) works of fiction and nonfiction. Students will learn to read critically and respond to sources analytically, conduct academic-level research and incorporate sources into academic essays; students will also be expected to work within MLA guidelines. This course satisfies graduation and transfer requirements and should help you feel more confident writing essays in a variety of genres and disciplines.

Course Philosophy

This course is about *Rhetoric*, which is defined in Webster's Dictionary as, "The art of speaking and writing effectively." Everything that we do and see—whether it is on Facebook, in the classroom, or at home—can be analyzed from a rhetorical perspective. Our readings and writing assignments will provide opportunities for each of us to engage with, respond to, and communicate (write) effectively within our Rhetorical world about issues that touch each of our lives. A student passing English 1A can expect to be able to write a thoughtful, organized, and well-developed essay without major mechanical or usage problems.

COURSE OBJECTIVES:

1. Critical Reading
   a. Analyze college-level fiction, expository and argumentative texts of intrinsic value and directed at advanced readers;
2. Writing Academic Prose
   a. Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments;
   b. Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge;
   c. Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;
3. Research Methods and Conventions
   a. Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;
4. Rhetorical Knowledge
   a. Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality;
5. Awareness of Writing Process
   a. Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.

GETTING HELP:

Me: You will find that we are equally invested in your success in this class. I should be your first source of help for serious or ongoing issues. My preferred method of communication is through email (aromagnoli@santarosa.edu). **Please note:** I am happy to answer your inquiries over e-mail during *normal* business hours and within 48-hours. Make sure all communication includes your **full name and course information.**

AWESOME Campus Resources:

The English Writing Center is located in Emeritus 1629 and is open 9am-4pm. Students enrolled in English composition classes are encouraged to seek writing assistance in the English Department's Writing Center. The English Writing Center gives you the opportunity to work online with exercises, begin writing your papers, and receive one-on-one writing assistance with an English instructor. **Students in my classes are required to visit The Writing Center at least twice per semester.**

Disability Resource Department (DRD): If you need disability related accommodations for this class, such as a note taker, test-taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from DRD to the instructor as soon as possible. DRD is located on the third floor of Bertolini on the Santa Rosa campus, and Jacobs Hall on the Petaluma Campus.

BEHAVIOR EXPECTATIONS:

Be Engaged:
If you disrupt class by TEXTING, surfing the web, sleeping, chatting or constantly arriving late and/or leaving early, I will suspend you for two days without warning—ESPECIALLY FOR TEXT MESSAGING. These absences will count against your grade with any other absences you accrue. Disciplinary actions will be taken if disruptions continue after the first incident. If your cell phone rings during class, you will be asked to bake cookies (I like them thin and crispy) and to offer the class a heartfelt apology. For further information about behavior and discipline, see the Student Code of Conduct at: http://www.santarosa.edu/for_students/rules-regulations/student-conduct.shtml

Be Kind:
Disparaging remarks made toward any race, gender expression, religion, sexual identity, class, size, level of ability—or any other type of identity marker—will not be tolerated in any writing or discussion forum.

Be Honest:

Plagiarism Policy
All essays and homework will be submitted on Turnitin.com. Do your own work. Give credit to sources of ideas and words that you might use to make your own writing more effective.

Be Present:
Your attendance is desired.
Your attendance is also *required.* You must attend class in order to pass. No one who misses more than three classes during the semester (with tardies and early leaves counting usually as a half-absence) will receive an "A" as a final grade.
- No one who misses more than four classes during the semester (with tardies and early leaves counting usually as a half-absence) will receive an "A" or a "B" as a final grade.
- No one who misses more than five classes during the semester (with tardies and early leaves counting usually as a half-absence) will pass the class.
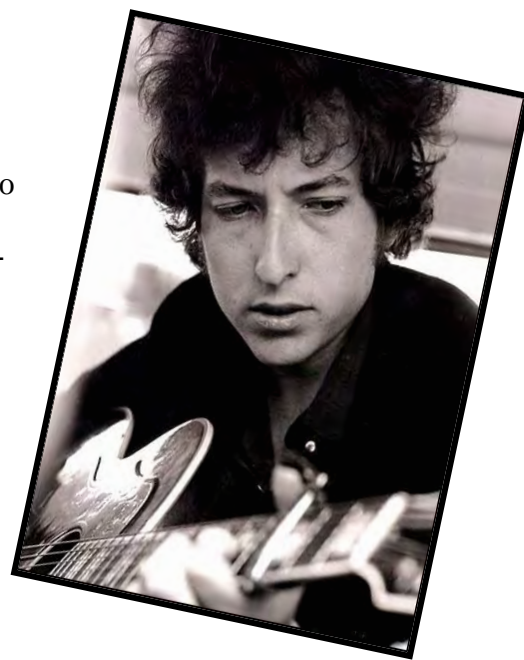
Emergency Evacuation Plan
In the event of an emergency during class that requires evacuation of the building, please leave the class immediately, but calmly. Our class will meet in front of the library in the quad to make sure everyone got out of the building safely and to receive further instructions. If you are a student with a disability who may need assistance in an evacuation, please see me as soon as possible so we can discuss an evacuation plan.

GRADING:

Engage the Texts (homework)	50 points
Writer's Workshops	40 points
Essay 1	100 points
Essay 2	100 points
Participation/Free-Writing	30 points
In-Class Writing Assignments	10 points
Midterm	15 points
Final	25 points
1 Research Project (see handout)	130 points
Total	**500 points**

*The Research Project and BOTH major Essays must be completed in order to pass the class.

ASSIGNMENTS

Engage the Texts:
These are one-page responses to a specific set of questions. You must complete 10 ET's to earn the full 50 points possible; however, you will have at least 12 opportunities/assignments from which to choose. You may not turn these in late; if you miss the deadline, you miss the points. These may be submitted online or hardcopy.

Workshops:
These are the most important days of the semester. If you miss the workshop, you must still have your essay reviewed twice outside of class.

The Research Project:
There will be a specific order of assignments leading up to the research project. These assignments must be completed, and in the order assigned, in order to submit your research paper for grading.

Conferences:
There will be two weeks set aside in the schedule for writing conferences. These conferences are mandatory and count toward your grade and attendance for the semester.

Class Composition:
- Small/Large Group Discussions and Projects
- Reading (in-class, homework)
- Writing (in-class, homework, major essays)
- Quizzes

Like any other course, and like most things in life, this semester will be what you make it—and you will get out of it exactly what you put in to it. You can approach it like an annoying requirement, or you can approach it like an opportunity to expand your critical thinking skills, engage with your really smart colleagues, and write thoughtful essays about some of life's most important subjects.

I am looking forward to sharing a semester brimming with engaging reading, learning, and discussion with all of you ☺.

Lynda Barry's Syllabus for her course at the University of Wisconsin

Top-left panel

Composition Notebooks

Intentionally keeping a daily diary is difficult and usually a drag to write and a drag to read. A more interesting diary of a very different sort will spontaneously show itself if we begin to put bits and pieces of everything that concerns us through the day in one place: the composition notebook.

Keeping an active comp book is at the heart of this class. You'll be expected to completely fill at least three of them over the course of the semester and to do so, you'll need to take this task seriously. Keep the comp book with you at all times – or as often as you can – and use it for everything. Along with diary pages, writing and drawing assignments, I'd like you to use it for work in other classes you may have, lecture notes, ideas, rants, plans, insults, first drafts of any sort on any subject, reviews. And I'd like you to include some of the ephemera from your daily life, ticket stubs, candy wrappers, receipts, labels, weird handouts, stickers, notes found on the street, torn out pictures, etc. You can glue or tape them in. Decorate the covers any way you wish. Think of your composition notebook as a catch-all that collects samples from all of the elements of your day-to-day life. Unexpected juxtapositions of these elements can lead to stories you can use in class. Patterns start to emerge that can be very helpful in trying to understand what this thing I call 'the back of the mind' is up to. It think of the comp book as a place for the back of the mind to come forward. If you keep up with your comp book all semester, when it comes time to decide on what your final project should be about your composition notebook will already contain the answer.

THE BASIC 5 MINUTE DIARY

DRAW A FRAME IN YOUR COMPBOOK THAT'S —

SOMETHING LIKE THIS LABEL IT LIKE THIS

DATE	
DID	SAW / NOTICED
HEARD	DRAWING

STEPS
1. RELAX AND DRAW A SPIRAL FOR ABOUT A MINUTE WHILE REMEMBERING THE DAY AS IT COMES TO YOU
2. SPEND 2 MINUTES WRITING DOWN 7 OR SO THINGS YOU DID
3. SPEND 2 MINUTES WRITING DOWN THINGS YOU SAW OR NOTICED
4. 30 SECONDS TO WRITE DOWN SOMETHING SOMEONE SAID.
5. DRAW A 30 SECOND PICTURE.

Top-middle panel

HOMEWORK

DUE MONDAY JANUARY 27TH

First composition book check on daily diary pages. Leave your comp book with me after class. You'll pick them up again on Wednesday.

3 fully colored pages
Please make sure your name is on the back of your color pages, put them up on the board when you come in. A finished page should be solidly covered with crayon all the way to the edges, and fully showing through anywhere.

You can put really deep solid color with your crayons, but it can't be done fast and it can't be faked. If you put this assignment off until the last minute you'll be surprised in a bad way.

You have to be patient and willing to spend a long time going over the same spot, and that's why listening to music or watching a video or sitting in a coffee shop or talking on the phone or listening to your roommates jabber while you're coloring is a good thing to do. It will help you work the wax into the paper in a way you may have never tried before. Especially if you've always colored in a way that was supposed to make the crayons last longer. In this assignment we want to use our crayons up, putting as much wax onto the paper as possible.

One thing that will help is if you put a few pieces of paper under the page you are coloring. This provides a bit of a cushion and will help you get the wax into the paper. It's also good to put the colors on in a few layers. Peel back the paper on your crayons. Fill in the entire background of all of the pictures, making the color so solid no paper shows through, even on the edges. Try to wear your crayons down to stubs. And remember that breaking crayons isn't bad. It's hard to do this kind of coloring without breaking them.

While you are coloring, I'd like you to sort of half think about a problem that has been stumping you recently, to find out if coloring something by hand might change the way you think about the problem. Does it change the way ideas and possible solutions come to you? How? Make some quick notes on the back side of the coloring page about what you were thinking over while completing each page.

Pictures will be graded on evidence of time spent using up your crayons. Though kids use crayons, and though we may be coloring images from children's coloring books, there is nothing childish about what is going on with your hand, eye, and brain/mind when you dedicate time to coloring pictures.

Bottom-left panel

DREAMING Dear Students

SPRING SEMESTER

SOON WE WILL BEGIN OUR TIME TOGETHER

BEFORE OUR FIRST CLASS, I'D LIKE YOU TO DO A FEW THINGS:
• GO TO THE STORE AND BUY A BOX OF 24 CRAYOLA CRAYONS. (NO OTHER BRAND OR NUMBER OF CRAYONS WILL WORK)
• GET A STURDY FOLDER FOR TAKE-HOME ASSIGNMENTS, HANDOUTS, PAPER. NO BIGGER THAN 8.5 x 11 INCH PAPER WILL BE USED (except for specific projects) SO A STANDARD SIZED FOLDER WILL WORK.
• BUY A BOX OF (ONE DOZEN) 12 PAPERMATE FLAIR PENS, BLACK, MED. POINT.
Please BRING ONE TO CLASS ALONG WITH TAPE, FOLDER + CRAYONS

ALSO BUY A ROLL OF SCOTCH TAPE, PLEASE

ALTHOUGH WE ONLY HAVE A FEW MONTHS to get there, by the end of the semester each of you will have produced a 'zine made up of WRITTEN and VISUAL ELEMENTS. This is my PREDICTION!!

WHAT ABOUT THIS NAME THING?

I'M SPOSTA PICK A NAME? Oui.

Bottom-middle panel

CHARACTER NAMES

SOMETIME IN THE NEXT WEEK, YOU MUST CHOOSE A CHARACTER NAME FOR YOURSELF. IT CAN BE ANY FICTIONAL CHARACTER THAT EXISTS AS A VISUAL IMAGE IN ANY FORM. Once you've decided, send me an email! I CLAIM IT

Please address me as PROFESSOR CHEWBACCA!!

AT FIRST IT WILL FEEL STRANGE BUT YOU WILL GET USED TO IT.

IN THE CLASS-ROOM, IN CORRESPONDENCE, IN ALL SOCIAL AND ANTI-SOCIAL SITUATIONS!

(I HAVE PREVIOUSLY BEEN KNOWN AS...)

CHECK OUR WEB ACTIONS: lyndabarrysdrawings.tumblr.com

SEE YA SOON!

Right panel

NOTICE WHAT YOU NOTICE:

YOUR COMPOSITION NOTEBOOK = 1/3 OF YOUR GRADE

is the heart of our class. (ALSO THE LIVER, SPINAL CORD AND cerebral cortex) DURING THIS SEMESTER YOU SHOULD TAKE IT EVERYWHERE, AND FILL IT WITH THINGS FROM YOUR DAY, (AND ALSO YOUR NIGHT)

WONDER

WHAT SORTS OF THINGS?

YOU KNOW, THINGS LIKE EVERYTHING!

- ☐ DAILY DAIRY PAGE DRAWINGS
- ☐ NOTES FROM OUR CLASS!
- ☐ NOTES FROM OTHER CLASSES!
- ☐ DRAWINGS!
- ☐ TRACINGS!
- ☐ THINGS YOU FIND AND GLUE OR TAPE INTO THE BOOK!
- ☐ OBSERVATIONS!
- ☐ DOODLES!
- ☐ LISTS OF ALL KINDS!
- ☐ ARTICLES!
- ☐ RECEIPTS!
- ☐ PHOTOS!
- ☐ TICKET STUBS!
- ☐ QUOTES!
- ☐ DREAMS!
- ☐ THINGS YOU WISH YOU COULD SAY OUT LOUD!
- ☐ THINGS YOU REGRET SAYING OUT LOUD!
- ☐ OP ART SPIRALS, MAN!!
- ☐ SCHEDULES!
- ☐ THE NEWS OF THE DAY!
- ☐ WEIRD MEMORIES!
- ☐ YOUR DAILY FREAK OUT!
- ☐ THINGS PEOPLE SAY!
- ☐ SKETCHES!
- ☐ PREDICTIONS!
- ☐ MOVIES YOU'VE SEEN!
- ☐ AUTOGRAPHS!
- ☐ INSULTS!
- ☐ RETURNED HOMEWORK!
- ☐ VOWS!
- ☐ RANTS!
- ☐ RAVES!
- ☐ COMICS!

TENTATIVE SCHEDULE
English 1A

(The schedule may be altered according to the needs of a particular class. Additional homework assignments may be included weekly).

DATE	IN-CLASS ACTIVITIES	READING DUE	WRITING DUE
8/20	Sup. Intros. You. Me. The. Coolest. Discipline. Ever.		
8/22	What is Pop Culture? Syllabus Why study it? Intro to Writing Process	*How to Mark a Book* by Mortimer J. Adler and *Teach Writing as a Process Not Product* by Donald M Murray	ET: 1
8/27	Discuss Reading and Writing Processes and Strategies. Continue discussion of Literature and Popular Culture	*Shitty First Drafts* by Anne Lamott *How to Write with Style* by Kurt Vonnegut	ET: 2
8/29	Essays Cont'd Language and Ideology Genres of Writing Diction, Tone, Academic Voice Intro to Essay 1	*The Politics of Naming* by Dale Spender	ET: 3
9/3	LABOR DAY!! NO CLASS ☺		
9/5	Literature and Critical Thinking: Fallacies and Assumptions in Thinking Literary Terms and Devices: Tools for Reading Pop Culture	*Selection Slanting and Charged Language* By Newman P. Birk and Genevieve B. Birk *How Not to be Bamboozled* By Donna Woolfolk Cross	ET: 4
9/10	**Essay 1 Peer Review**	*The Maker's Eye: Revising Your*	Rough Draft of

DATE	IN-CLASS ACTIVITIES	READING DUE	WRITING DUE
		Own Manuscripts by Donald M. Murray *Writing for an Audience* by Linda Flower	Essay 1
9/12	Technology Assumptions, Values, and Pop Culture Media (cont'd)	Reading Popular Culture	ET: 5
9/17	Music	Reading Popular Culture	ET: 6 Optional 1st Draft of Essay 1
9/19	Advertising	Reading Popular Culture	ET: 7
9/24	Television	Reading Popular Culture	ET: 8
9/26	Movies Reading Fiction and Films Literary Terms and Devices FILM	Reading Popular Culture	ET: 9
10/1	FILM (cont'd) Popular Reading	TBA: Short Fiction *Hunger Games*	ET: 10
10/3	*Hunger Games* Intro to RP		ET: 11
10/8	*Hunger Games*	*Hunger Games*	ET: 12
10/10	*Hunger Games*	*Hunger Games*	ET: 13
10/15	*Hunger Games* MIDTERM	*Hunger Games*	ET: 14
10/17	Library Orientation	*Hunger Games*	ET: 15
10/22	*Hunger Games* Research	*Hunger Games*	Stage One RP DUE
10/24	*Hunger Games*	*Hunger Games*	(ET: 16)

DATE	IN-CLASS ACTIVITIES	READING DUE	WRITING DUE
	RP		
10/29	RP Presentations	*Hunger Games*	
10/31	RP Presentations	*Hunger Games*	
11/5	*Hunger Games* Writing the RP	*Hunger Games*	(ET: 17)
11/7	*Hunger Games* Peer Review Essay 2	*Hunger Games*	Rough Draft of Essay 2
11/12	Veteran's Day. Kiss a Vet. ☺	*Hunger Games*	
DATE	IN-CLASS ACTIVITIES	READING DUE	WRITING DUE
11/14	RP Wrap-Up *Hunger Games*	*Hunger Games* (FINISHED)	Optional 1st Draft of Essay 2
11/19	Proposal Workshop		Proposal Essay DUE in Rough Draft Form
11/21	Research/Writing Workshop		Stage 2: Final Draft of Proposal Essay DUE
11/26	Research/Writing Workshop		Stage 3: Annotated Bibliography DUE
11/28	Peer Review 1		Stage 4: Complete, Detailed FORMAL Outline, Title Page, Working Works Cited and Rough Draft DUE for Peer Review

12/3	Conferences		
12/5	Conferences		
12/10	Peer Review 2		Revised/Polished Draft Due For Workshop
12/12	Wrap-Up Course Content Writing/Research Workshop		
12/19	FINAL EXAM	YES. You must show up, or you will not pass the class.	RP DUE THIS WEEK! (TBD)

DRAFTS:
ROUGH: This is a FULL draft of your essay that will be reviewed by 2 of your peers
FIRST: This is an OPTIONAL (full) draft that I will grade. This grade may be revised.
FINAL: This is your POLISHED draft; your grade for this essay may not be revised.

Staying On Top of YOUR Grade
For this four-unit class, you are expected to spend a minimum of two hours outside of class for each hour in class. Therefore, you should plan to work on assignments outside of class at least eight hours each week. For most students interested in earning an "A" or a "B" in this course, several more hours of work weekly outside of class may be necessary.

The grading scale is as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

In the case of borderline grades (2 points above or below the cut-off), class attendance and participation will be taken into consideration for the final grade. There will be opportunities for extra credit.

Predict Your Grade:
The A student is able to write a strong, clear, arguable thesis and essay organization follows logically from the thesis. This student consistently produces introductions and conclusions that are effective. His/Her writing style

is clear, strong, and persuasive. This student can usually organize ideas logically, choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English. The A student also attends class regularly and completes all assigned work with characteristic thoroughness and excellence. Finally, this student participates in classroom discussions, without being disruptive, and brings insight to her/his classmates during group assignments. The A student demonstrates an approximate 95% knowledge and practicum of information covered in this course.

The B student writes clear, strong, and competent essays that show control of the elements of effective writing, presenting thoughtful ideas in a generally well-organized manner, and elaborates those ideas with appropriate examples and sensible reasoning. This student has a less fluent and complex style than an A student, but does usually choose words accurately, varies sentences effectively, and observes the conventions of standard written English, perhaps with minor flaws. This student attends class regularly, completes most of the assigned work, participates in classroom discussions most of the time, and is supportive to fellow classmates during group assignments. The B student demonstrates an approximate 85% knowledge and practicum of information covered in this course.

The C student writes satisfactory essays, although sometimes marginally so. The writer demonstrates adequate control of the elements of writing, supporting ideas with relevant examples—but perhaps only in a limited way. Language may be imprecise. Sentences may lack variety, and the writing may contain occasional major errors or frequent minor errors in grammar, usage, and mechanics. Although this is not necessarily true in every case, the C student may also miss or come unprepared to draft workshops, may not proofread final revisions carefully, and may attend class irregularly (a student who misses four classes cannot achieve more than a C grade) and therefore miss in-class activities and assignments. The C student demonstrates an approximate 75% knowledge and practicum of information covered in this course.

The D student demonstrates an inadequate ability of the material covered. This student's writing may not meet the criteria of the assignment or may lack a focused thesis, a logical pattern of organization, and/or specific examples to develop the argument adequately. The writing may be characterized by continued errors in grammar, usage, and mechanics. The D student may also attend class irregularly (a student who misses more than five classes cannot achieve more than a D grade) and fail to complete assignments. The D student demonstrates an approximate 65% knowledge and practicum of information covered in this course.

The F student's writing is unfocused, poorly organized, and underdeveloped. The writing may be off topic, may fail to meet the criteria of the assignment, or may be characterized by frequent and continued serious errors in grammar, usage, and mechanics. The F student may also attend class irregularly (a student who misses 6 or more classes cannot pass this class) and fail to complete assignments. Finally, the student may miss the final, and therefore will receive an F grade in this class. The F student demonstrates an approximate 55% knowledge and practicum of information covered in this course.

Student Learning Objectives ENGL 3360

Apply contemporary theories of writing and literature pedagogy to design and evaluate classroom materials

- Interview Report
- Lesson Plan Critique
- Mid-Term and Final Exams
- Writer/Teacher Workshop
- Writer's Notebook

Evaluate K-12 students writing using a variety of response and assessment methods

- Mid-Term and Final Exam
- Responding to Student Writing Activity
- Writer/Teacher Workshop

Write in multiple academic and personal genres to improve their own writing

- Interview Report
- Lesson Plan Critique
- Mid-Term and Final Exam
- Responding to Student Writing Activity
- Writer/Teacher Workshop
- Writer's Notebook

Name:_____

Syllabus Questionnaire

1. What are the instructor's office hours?

2. What is the name of this class?

3. What are three things this class will cover?

4. What is your instructor's phone number?

5. What counts as an "excused absence"?

6. How many points can you earn for attendance for each class?

7. What are the course materials?

8. What is your instructor's name?

9. How is a student's grade determined for this class?

10. What is the date and time for the final?

Guided Reciprocal Peer Questioning

There are times when students feel so confused by new concepts that they don't know what questions to ask. Guided reciprocal peer questioning provides students with higher order open-ended questions to generate a focused discussion in a small group setting. The questions are generic prompts students use to generate specific content-based questions.

The instructor gives a mini-lecture in class and then provides a list of open-ended questions. Below is a selection of these adapted from King (1993) and Millis and Cottell (and references cited within, 1998). Included are questions that encourage synthesis, comparison and contrast, and extrapolation to other contexts.

- Explain why _____ .
- Explain how _____ .
- What is the meaning of _____ ?
- Why is _____ happening?
- What is the main idea of _____ ?
- What is the solution to the problem of _____ ?
- What if _____ ?
- What conclusions can I draw about _____ ?
- What is the best _____ and why?
- What do you think causes _____ ? Why?
- How does _____ affect _____ ?
- How does _____ relate to what I've learned before?
- What is the difference between _____ and _____ ?
- How are _____ and _____ similar?
- How would I use _____ to _____ ?
- What are the strengths and weaknesses of _____ ?
- What is another way to look at _____ ?
- What is a new example of _____ ?
- What would happen if _____ ?
- What are the implications of _____ ?
- Why is _____ important?
- How does _____ apply to everyday life?

Students are then given a few minutes to individually prepare several content-specific questions aided by these open-ended questions. The students form groups and take turns asking their questions and discussing possible answers. Alternatively, the instructor can assign reading prior to class and provide the open-ended questions as a take home worksheet. With this variation, it is helpful to set aside a few minutes at the beginning of the next class for students to review the reading assignment and questions.

King, A. (1993). "From sage on the stage to guide on the side.",*College Teaching*, 41(1).

Millis, B. J., and Cottell, P. G., Jr. (1998). *Cooperative learning for higher education faculty*, American Council on Education, Series on Higher Education. The Oryx Press, Phoenix, AZ.

The Hunger Games

We have spent serious time in class discussing ways that storytellers go about critiquing, constructing, and changing, our realities.

For your midterm essay, you are being asked to make an argument for what you think Suzanne Collins was trying to say and/or change about contemporary American culture.

We have discussed a number of possibilities in class that you might explore for topics including (but not limited to):

➢ Class/Poverty/Hunger
➢ Gender
➢ Class
  o Family Roles
➢ The Machine/Government
➢ Vanity/Consumerism/Media
➢ Identity/Authenticity
➢ Rebellion
  o Drop-Outs
  o Tricksters
➢ Hybrid: Self Analysis

Your thesis statement should make your narrowed subject, and central argument, clear; it should also include a 'roadmap' of your main ideas that can be traced with ease to the start and finish of each paragraph.

THE DETAILS: Write an essay of 4-6 paragraphs that includes 2 <u>academic</u> sources (at least one of these sources must be something we have read in class)—no, the novel doesn't count ☺.

"May the odds be ever in your favor"

Rubric for Participation in Class

	1	2	3	4
Frequency	Too frequent responses: dominates discussion, not allowing students (or sometimes even teacher) to contribute or is silent or creates distractions by playing with items.	Comments occasionally or a bit too much or at times that break the flow of the discussion. Sometimes talks over others.	Contributes regularly to discussions, and allows others their turns to share their comments as well.	Frequency of comments is optimal (just right: neither too frequent so as to dominate, nor so little that there is no contribution). Steps in when there are silences to move discussion along but keeps quiet when this allows others to contribute. Sensitive to when to comment
Relevance	Comments are not related to topic at hand, or go back to previous part of discussion or question. Language is so general or confused that it's difficult to understand where comment fits.	Comments may only repeat what has been already said, or may be tangential or may sidetrack discussion from time to time. Language is fairly general; only personal experience has some specific details.	Contributions are related to the topic and some support is provided, at least in general ways, to make connections between the topic and the students' comments. Clarification questions are asked. Language is clear, if somewhat general, and specific details are provided.	Contributions enhance lesson or discussion: they may ask a key question, elaborate, bring in relevant personal knowledge, move the discussion along, identify issues or take the discussion to another level. Students use the vocabulary of the topic to be precise and clear. Able to synthesize or indicate gaps or extensions to topic.
Growth of School Community	Comments may focus attention on self rather than on discussion. Comments may frequently interrupt others or be disrespectful. Side conversations, body language or actions, inappropriate comments or sounds may make class participation fragmented.	Listens intermittently as others speak, so comments are sometimes off topic or don't follow thread of discussion. Comments and body language sometimes respectful. Sometimes follows the lead of others to disrupt participation. (Eye contact made intermittently if culturally appropriate.)	Listens as others contribute. Comments acknowledge others' contributions. Student both asks and answers questions in discussion. Comments and body language are generally respectful. (Eye contact made if culturally appropriate.)	Listens actively and attentively to others prior to making own comments. Comments focus on and enhance consideration of topic rather than focusing on specific people. Comments and body language validate and encourage others' contributions. (Eye contact and nodding as culturally appropriate.)

Comments: Items to consider in language use: ask questions, answer questions, take turns, give directions, elaborate on a topic

Regina Public Schools, October 1, 2003

Participation Rubric
ALS 609 – Engaged Pedagogy
Laurie Jones Neighbors

Exceeds Expectations (A range)

In class:
- ✓ offers relevant, insightful and thoughtful comments during class discussion
- ✓ contributes to making the class an effective learning environment
- ✓ contributes a steady flow of comments or questions that advance the class or group discussion during most class meetings, but does **not** dominate discussion
- ✓ frequently evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
- ✓ listens attentively, responds respectfully, and asks relevant and meaningful follow-up questions
- ✓ does not talk while others are talking
- ✓ non-verbal communication indicates interest and attention to tasks and people
- ✓ addresses people by name, makes eye contact
- ✓ perfect (or close to perfect) attendance
- ✓ is always (or nearly always) on time
- ✓ ensures understanding by asking questions (as needed) in class or outside class
- ✓ communicates with instructor

engagedpedagogy community:
- ✓ makes several (three or more) thoughtful, meaningful, interesting, and engaging posts a week to the community
- ✓ responds to other participant's posts in comment fields frequently throughout the week
- ✓ sticks with difficult exchanges in a productive manner by continuing difficult dialogue in a timely, thoughtful manner
- ✓ synthesizes thoughts, ideas, and applications throughout the community in order to shed new light on ideas
- ✓ exhibits invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant's ideas, conceding when appropriate, etc.)
- ✓ uses a meta-cognitive approach (commenting on your own thought process – how your ideas have formed and changed, how you are shaping ideas in the moment)
- ✓ refers frequently to class discussions and reading topics

Meets Expectations (B range)

In class:
- ✓ offers relevant and thoughtful comments during class discussion
- ✓ exhibits appropriate classroom behavior
- ✓ contributes several comments or questions that advance the class or group discussion during most class meetings, but does **not** dominate discussion
- ✓ often evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
- ✓ listens attentively, responds respectfully, and asks follow-up questions
- ✓ does not talk while others are talking
- ✓ non-verbal communication often indicates interest and attention to tasks and people
- ✓ usually stays on task
- ✓ usually attends class (2-3 absences)
- ✓ usually on time
- ✓ ensures understanding by asking questions (as needed) in class or outside class
- ✓ communicates with instructor

engagedpedagogy community:
- ✓ makes regular (two or three) thoughtful, meaningful, interesting, and engaging posts a week to the community
- ✓ responds to other participant's posts in comment fields regularly (several comments appear throughout the community on at least two days during the week)
- ✓ sticks with difficult exchanges in a productive manner by continuing difficult dialogue
- ✓ attempts to synthesize thoughts, ideas, and applications throughout the community in order to shed new light on ideas
- ✓ frequently attempts to exhibit invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant's ideas, conceding when appropriate, etc.)
- ✓ occasionally includes a meta-cognitive approach (commenting on your own thought process – how your ideas have formed and changed, how you are shaping ideas in the moment)
- ✓ refers occasionally to class discussions and reading topics

Approaching Expectations (C-D range)

In class:
- ✓ sometimes contributes a comment or question that advances the class or group discussion
- ✓ occasionally evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
- ✓ listens to others, but may not always be respectful or considerate
- ✓ non-verbal communication sends mixed signals about interest and attention to tasks and people (engagement unclear, but actions are not generally disruptive)
- ✓ attempts to stay on task, but may be frequently distracted
- ✓ usually attends class, but attendance is irregular (4-6 absences)
- ✓ attempts to arrive at class on time

engagedpedagogy community:
- ✓ posts once or twice a week to the community in a fairly well-developed fashion
- ✓ responds to other participant's posts in comment fields weekly
- ✓ attempts to stick with difficult exchanges in a productive manner by continuing difficult dialogue
- ✓ occasionally attempts to exhibit invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant's ideas, conceding when appropriate, etc.)
- ✓ refers occasionally to class discussions and reading topics, though connections may be difficult to discern

Does Not Meet Expectations (D-F range)

In class:
- ✓ does not participate in class/group discussion or contributions are off-topic
- ✓ regularly dominates class/group discussions
- ✓ few if any helpful comments during class discussion
- ✓ does not evidence familiarity with the engagedpedagogy community
- ✓ often talks while others are talking
- ✓ non-verbal communication indicates a lack of interest in tasks and people (multi-tasking, nodding off, etc.)
- ✓ often off task and/or leads group/class from related activity
- ✓ exhibits inappropriate class behaviors
- ✓ actively detrimental to achieving class objectives
- ✓ poor attendance
- ✓ often late
- ✓ does not communicate with instructor

engagedpedagogy community:
- ✓ posts are not well developed and are infrequent
- ✓ responses to others are dismissive or inflammatory
- ✓ does not respond when asked questions by other participants
- ✓ does not attempt invitational communication methods
- ✓ shows little connection with course concepts

10 Creative Ways to Form Groups

Barbi Honeycutt, Ph.D.

When you think about flipping your classroom or training session, think about using group work. Group work is an excellent way to build community, enhance collaboration, increase engagement and improve critical thinking skills. Incorporating opportunities for your learners to connect with their colleagues on a regular basis establishes a welcoming learning environment and builds their capacity to be successful in groups when they are faced with a long-term project.

Often, instructors and trainers generate discussion by asking their students or participants to turn to their neighbor or get into groups based on how the seats are arranged. While this is convenient, there are more creative ways to divide people into groups. Here are ten ways you can mix up your classroom or training sessions and increase opportunities for your participants to engage with all of their peers, not just those who sit close by.

Idea # 1

Put 4 or 5 different kinds of candy in a bag. As students/participants arrive, ask them to choose a piece of candy and get into groups based upon the type of candy they have. For example, you may have a lollipop group, a Tootsie Roll© group, a Hershey's Kisses© group, and an M&M's© group.

Idea #2

Ask students/participants to find group members who all share the same birthday month as they do.

Idea #3

Bring a deck of playing cards to the class or training session. Playing cards have many opportunities for group work, depending on your audience. Groups can be arrange by the same number (Aces, Kings, Queens, 10's, 4's, etc.) or by the same suit (hearts, clubs, spades, diamonds) or by odd numbers and even numbers. There are so many variations when using a deck of cards. For large groups, you may have to use more than one deck.

Idea #4

Make index cards ahead of time. On each pair of cards, write a famous pair that serves as a way for participants to form pairs. For example, write "peanut butter" on one card and "jelly" on the other. Other ideas: "spaghetti and meatballs" or "Romeo and Juliet" or "October" and "Halloween". You can choose topics that relate to your topic such as "addition and subtraction" or you may also want to write definitions on one set of cards and vocabulary words on the other. In order for participants to form a pair, they must first be able to correctly identify the word and its definition.

Idea #5

Ask students/participants to form a line at the front of the room. They should line up alphabetically by last name. Then, count off in groups 1, 2, 3, 4, 5, etc. for as many groups as you need. All the ones form a group, all the twos for a group, and continue until all groups are formed.

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Idea #6

Bring a children's puzzle to class. Give each student one piece of the puzzle as they arrive to class. Their task is to find the person/people whose puzzle piece connects to theirs, and they form a pair or a group.

Idea #7

Do you have a few extra board games lying around? Grab a few of the game pieces from each box and give one of them to each of your participants. Participants find their group members by locating others who have the same pieces from the same game. Games such as Monopoly©, Sorry©, Checkers©, Life©, and Scrabble© could lead to interesting and fun discussions, especially if you have a diverse audience representing more than one generation. Millennials, GenX, GenY, and Baby Boomers have different experiences and knowledge about games based on their childhood, and the stories and memories could be a great way to break the ice, promote sharing, and help participants see different points of view.

Idea #8

"People Bingo" is a great way for participants to get to know each other, move around the room, and form pairs or groups based on common interests or experiences. On a sheet of paper, make a list of interesting characteristics or experiences on the left side of the page, and then leave blank spaces on the right side of the page. On the left side of the page, write a list of criteria, or statements, such as "I have traveled out of the U.S." or "I enjoy collecting something" or "I supervise employees" or "I enjoy reading." Then, make copies of the list for each of your participants. Give them time to go around the room and talk with each of their colleagues. As they find a person who meets the criteria, they write down their name in right hand column. If they share the same criteria, they can form a pair or a group, depending on the goals of your activity.

Idea #9

If you decide to use a case study as part of your class or training session, consider adding role playing to the analysis. Assign different roles based on the case, and then give each of your participants a card describing their role. Then, ask them to form groups based upon the role they have been assigned. Give them time to meet each other and discuss their response to the case based upon the role they are supposed to play.

Idea #10

Give your participants a list of five or six scrambled words (or more, based on how many groups you want to form). Ask the participants to unscramble as many words as they can on the list in three minutes. Then form groups based on who unscrambled the same number of words (Group A unscrambled one word, Group B unscrambled two words, etc.).

Some of these approaches may take more time than others to set up, but sometimes half the fun is figuring out what your students or participants have in common with each other and how they approach solving problems together. These approaches could be used at the beginning of the course or training session to help participants get to know each other, or the groups may stay the same for a few weeks as you introduce or reinforce new concepts. No matter how you use groups in your classes or training sessions, these approaches can help build community, create opportunities for collaboration, generate discussion, and enhance critical thinking skills. And they're fun too!

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The Facilitator

The Facilitator...
- leads discussions
- suggests solutions to team problems.
- helps members clarify points.
- protects members from attack.
- makes sure that every voice is heard.
- says, "Let's hear from _____ next."
- says, "That's okay, but let's get back to our task."

The Recorder

The Recorder...
- keeps a public record of the team's ideas and progress.
- checks to be sure that ideas are clear and accurate.
- uses charts, multiple colors, and other techniques to highlight and summarize the ideas of the team.
- says, "I think I heard you say _____; is that right?"
- says, "How would you like me to write this?"

The Presenter

The Presenter...
- regularly contributes to the team's efforts.
- presents the group's finished work to the class.
- says, "How would you like this to sound?"
- says, "How much of what we discussed should be shared with the class?"

The Summarizer

The Summarizer...
- restates the group's conclusions and responses.
- prepares a summary of the group's efforts.
- checks for clarity of understanding.
- says, "Does this accurately reflect what we've done today?"
- says, "Have I left out anything important here?"

Pop Quizzes, The Accommodation Dilemma

"The Accommodation Dilemma of Pop Quizzes" By Ruth J. Fink, Ph.D.

Pop quizzes can be a valuable teaching/learning tool in postsecondary education, but they often put many otherwise qualified students with learning disabilities, attention deficit-hyperactivity disorder, traumatic brain injury -and sometimes psychiatric disorders- at an extreme disadvantage.

These students frequently qualify for the accommodation of extended time on examinations, tests and quizzes, typically one and one-half to double time. Here is the accommodation dilemma: Five-minute pop quizzes during class then necessitate a time extension of 2 1/2 to 5 minutes more for the student with the disability, and leave the professor and the rest of the students waiting. Even more problematical, the student with the disability is clearly identified as same, calling undue attention to the disability and also putting this same student under extraordinary stress. Having the student finish the pop quiz in the professor's office is not always possible because of class schedules.

Pop quizzes are simply not "accessible" and fair to all students. There are other ways to obtain the information needed from the students, such as:

(1) Did students read and comprehend the assignment?
(2) Is the student keeping up with daily reading assignments?
(3) How well are students internalizing the readings?
(4) Do I need to reiterate salient points and provide more examples? and
(5) Can the student apply the principles to practical application situations?

I taught classes that met once a week, in the evening, for three hours. When a class meets only 16 times during the semester, it is necessary to track student progress weekly. Here are some things I did in graduate-level, special education theory and methods classes for teacher training in the School of Education at the University of Colorado to accommodate students:

1. Put pop quiz-type questions on the course or department Web site or on a class e-mail list at a certain time, to be e-mailed back or turned in (hard copy) by the next class time;

2. Present these types of questions as a hand-out at the end of class to be turned in at the beginning of the next class;

3. Put all pop quiz-type questions on the syllabus reading list, following each assigned reading (this allows students' reading to be more directed); vary the response mode requirement each week to be posted on a special Web site, e-mailed to the professor, or handed in at the beginning of the next class.

4. Vary how this pop quiz-information is obtained from students so it does not become boring and mundane:

- Do an all-class pop quiz on the overhead one day. Each class member is asked/ expected to add to the discussion (best for classes with less than 15 students) and then discuss the answers with the entire class. Such a technique has proven to be a good learning experience for everyone, in that students whose cognitive abilities are different are allowed the opportunity to observe how their peers think, problem solve and

internalize course elements. This also allows the professor to observe how students absorb course material and display knowledge in different ways.

- A short take-home pop quiz, due at the beginning of the next class is another option. The professor can put the question on a standard-sized sheet of paper and specify that the answer should not take up more than half the page. (All students typically ask how "long" the answer should be!)

- Occasionally the professor could assign an in-class, small-group question and have students derive the answer with one student from each group reporting the collective answer. Depending on the size of the class and the amount of material to be covered, the professor might assign each small group a different question, asking that the answers be turned in at the end of class so the professor can put them on a Web site, in an e-mail memo or put them on the word processor as a hand-out for the next class meeting. For such an exercise, the professor can allow about 15 minutes (of a three-hour class period) for their discussion and answer. Then another 15 minutes can be allowed for reporting to the class and clarifying any misunderstandings.

- The professor might ask students to devise a pop quiz-question that they think is relevant to the assigned readings and ask to have it answered (This surprises them!). And one thing that can be learned from this exercise is that some students with learning disabilities have a great deal of difficulty with this task. A professor needs to know the students fairly well before doing this so it doesn't catch certain students being required to demonstrate their weakness or disability in front of the class. It should be emphasized there are no "stupid questions!" A few times I have been caught not knowing the answer, but this allows a simple response of "I don't know," and stating that the answer will be presented at the beginning of the next class period.

- About twice a semester, when students have demonstrated that they are keeping up with the class work and readings, or when a particularly long project is due, I have surprised them by stating that there will be no checking of their readings this particular class period, but any questions they have are invited and answered.

- If there are less than 12 students in the class I schedule a 15-20 minute one-on-one discussion with each student during the semester, during the last 15 minutes of the three-hour class period (in addition to office hours and other appointments as requested).

- While a couple minutes of this time is spent on personal rapport and support, I always have pop quiz-type questions to discuss with them such as, "Tell me your understanding of the differences between internalizing and externalizing disorders for students in your (grade level) classroom." This allows the others to leave early and allows the professor important personal support opportunities to all students, disabled and nondisabled, and no student is singled out for any reason.

I emphasize at the beginning of the semester that much of the content of each class is not only for their learning and required by the state department of education for teacher certification, but also for the purpose of internalizing information as they write their comprehensive exams prior to the awarding of their graduate degree. I also emphasize, to this end, that the questions that are posed to them (or they pose to the professor) are to assist them in reaching this goal in a situation that causes them the least amount of stress possible, and accommodates diverse backgrounds, abilities and experiences - but in the form of no timed pop quizzes!

I am NOT advocating that students with disabilities do not need extended time on quizzes. Rather, this is a way to eliminate the need for extended time by obtaining a quick perusal of students' progress in a venue other than a timed pop quiz-situation, and certainly meets some of the tenets of Universal Design.

Student feedback has been very positive in that both students with and without disabilities have expressed appreciation for taking the "terror" out of pop quizzes. Having the opportunity to learn at their own rate and within their own learning style, while being gently pushed to keep up with the readings, were also helpful comments. One very bright student with ADHD sent an e-mail at the conclusion of the course expressing that this class was the first one he had ever completed on time! One or two students (most are active teachers) each semester realize that "modeling" inclusive teaching and testing techniques are a covert part of the class, and have indicated that they are now much more sensitive to learning differences among their own K-12 students; they have put extra thought into finding creative ways to minimize these differences for students in their own classrooms.

Finally, the various procedures assist in alleviating the "extra time" dilemma of pop quizzes.

_____

Oral Presentation Rubric

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS:

Scoring Rubric for Presentations

ÄÐCEĄĀĄĂÅBĀÐEÈÅĄĊEFÐĀĊĂČĄĀĀĀÇÉĄĀĀĀÐÅÇÐĄĀÅÇÈČĊÇĘ ÄÆ#ŒÇ#ÇĂ#BĄ#ĄÇ#Å#ŒÄŒÄÆ#ŒÄÆ#ĀÇĄĀĄĂÅBĀÐEÈÅĄĊEÀÈÐCÇÆ ÄEBĄĀÐÅĀĈÄ

G	Ĝ	Ğ	Ġ	Ģ
ÁEÐÇĊÆĈË				ÁEÐÇĊÆĈË
ÅCÐĀÆÐĄĄ				ĀÆÐĄĄ

Score							Presentation Trait
						⇐	**Quality of information and organization:** ÄÀÐĄÐĄĊEĀECÇĊĂČĀCĊĀÐÇĊĊEÐĀĀÐĄĀĂÊĀ ĀĊÁĀÊĄĈĈÅÅĄÉĄĈÇÐĄÅÉĀCĊÆÇÐČĀECÇĊĀCÐĀĈĊĊĊĄÅĀEÇĀÐÉ#Æ#Œ#Æ#Æ#Ç#ÇĘ#ÇDCÅ CÐĀÇÐÆĀĊCÉĄÅĘ
						⇐	**Nonverbal communication:** ĀÁÐĄĀĊĄÐĀĀÐÐĄĀÐÐĀĄÇÆÇÐEĀĀÇĄĀĀĊÁĀĀÇĊÆCÅĄĊ ÐÐĄĀĊĄÐĀĊĀCCEĀCĊÐĄÆÇÇÅĄĄ ÄĄ ĀÅÇĊEĀÅEĀÀĊÅĀÐÇÐEÈÐĄÈÄÆ#ŒÄÆ#Æ#ŒÄÆ BÇÊÐĀ ĀĊÅĀCCÉCECĊÆĀÐÐĄÐĄĊ Ā ĄÐĀÐÐĄĊĄÐĀÐ ĀĀĄ ÇÅÈĀĊÇECÇ ÇÐÆ#Œ#Æ#Ĉ#Æ#Œ#È#ÈÐĄÐĀ ÐÐĄĊĄÐĀÈECĈCÇ#ÆĄÐĀÐÇÇĊĀĄ#Æ#ÆĄÅECÉĄ#Ç#ËĀÉ#CĀĀČÇÉĄ#ÇĄCEÈ
						⇐	**Quality of verbal communication:** ĀÁÐĄĀĊĄÐFÐĀÉÇÇÅĄĀCÐĀÅÇÆCÅĄĊEĚÐEĄĀÅĚ ÐEÐÇÇÆĀĀĊÁĀÅÂĄĀÐÈĀÐÐĄĀĊĄÐĀÈÐĄĀÐĀCCÆÇĄÅECÇÇÐĀEÇ#ÆĄ#Ç#BĀÆÇ#Æ#ÇÆ#ÉĄĀÇĄĚÐÇ ÅÐĄĀEĄĀCÇEĄÐĄÐEĘ
						⇐	**Visual tools:** ĀĀCÐÈĀÇĀĀCÅÐĀĀÐĄĀÅÐĄĀECÉĄĚĀÅÂĄĀÐĀĀÇÅĀĄĀÐĚÄECÇÃĄÐĄ#Æ#Ë#ĀECÇ EBĄĀĄÆÆĄÅECÉĄĊĄÐÐĀÇÆÄEBĄĀÐÐĄÐĄĊEĀECÇĊĘ
						⇐	**Appropriate use of terminology:** ÄÀĈĈĀEĄÐČÐĀĀÐĄĀCĊÅÊÈÅĄĄÅĀCĊĀEBĄĀÐÐĄÐĄĊEĀ EĄÐČÐĀĀÐĄÈÐĄĄÅĀCĊĀÈĊÊÐÈĄĀĀĊÅÅĄÐĄĀECÉĄÂ ÂÊÈÐÈÅĀEĄ#Ç#ÇÐĄĀÆ#Æ#ĄÈÐĄÅÅĀCĊÄ
						⇐	**Precision and detail in documents produced:** ÇÅÈČĄĊEÐĀĀÐĄĀÅĊĄĀÐĚÅÊÇĈ ÅÇĊÐEÐÈÅEĄÅÆÄÃÃÅÈÐĀEĄĀĀĊÅÅÐBÇÊÊÐÈÅEEĄĊECÇĊĀECÇÅÆĄ#Ç#ÇÅÉ#Ċ#ÇÆÅĄÐÐÃ#ÄĄÇBÅÐÈĀ EBĄĀÐÐÇÅÈÅECÇĘ
						⇐	**Overall presentation effectiveness**
						⇐	ÂÇEĀĈÃÅÅÇÐĄ

Scoring Rubric for Presentations – Instructions

Traits	5 – Excellent	4 – Very Good	3 – Adequate	2 – Limited	1 – Poor
Information Quality and Organization	• Main points are very clear and very detailed • Information is directly linked to presentation topic • Information is very organized	• Main points are clear and detailed • Information is linked to presentation topic • Information is well organized	• Main points are somewhat clear but could use more detail • Most information is linked to the presentation topic • Information is organized	• Main points are not clear and lack significant detail • Some information is linked to the presentation topic • Information is loosely organized	• Presentation lacks main points and related details • Information lacks connection to the presentation topic • Information is not organized
Nonverbal Communication	• Speaker appears very comfortable and confident • Speaker consistently faces the audience and maintains good eye contact • Speaker consistently appears to be engaging with the audience • Speaker uses body motions and gestures very effectively • Speaker utilizes the room very effectively via movement	• Speaker appears fairly comfortable and confident • Speaker generally faces the audience and maintains good eye contact • Speaker generally appears to be engaging with the audience • Speaker uses body motions and gestures well • Speaker utilizes much of the room via movement	• Speaker appears generally at ease and confident • Speaker sometimes faces the audience and maintains eye contact • Speaker sometimes appears to be engaging with the audience • Speaker's body motions and gestures neither support nor detract from presentation • Speaker moves about some of the room	• Speaker appears uneasy and somewhat insecure • Speaker rarely faces the audience or makes eye contact • Speaker rarely appears to be engaging with the audience • Speaker uses few body motions or gestures or has gestures or movements that distract the audience • Speaker is mostly stationary	• Speaker appears very uneasy and insecure • Speaker faces away from the audience or makes no eye contact • Speaker appears disengaged from the audience • Speaker lacks any body motions or gestures or demonstrates consistently distraction body motions or gestures • Speaker is completely stationary
Quality of Verbal Communication	• Speaker's voice is very confident, steady, strong, and clear • Speaker consistently uses inflections to emphasize key points or to create interest • Speaker's talking pace is consistently appropriate	• Speaker's voice is steady, strong and clear • Speaker often uses inflections to emphasize key points and create interest • Speaker's talking pace is mostly appropriate	• Speaker's voice is generally steady, strong and clear • Speaker sometimes uses inflections to emphasize key points and create interest • Speaker's talking pace is appropriate	• Speaker's voice is frequently too weak or too strong • Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately • Speaker's talking pace is often too slow or too fast	• Speaker's voice is consistently too weak or too strong • Speaker fails to use inflections to emphasize key points and create interest or speaker often uses inflections inappropriately • Speaker's talking pace is consistently too slow or too fast

Scoring Rubric for Presentations – Instructions

Traits	5 – Excellent	4 – Very Good	3 – Adequate	2 – Limited	1 – Poor
Visual Tools	• Visual aids are very creative, clear, and easy to read • Presentation is consistently enhanced by the visual tools	• Visual aids are usually creative, clear, and easy to read • Presentation is often enhanced by the visual tools	• Visual aids are reasonably creative, clear, and easy to read • Presentation is sometimes enhanced by the visual tools	• Visual aids have limited creativity or clarity or are sometimes difficult to read • Presentation is not enhanced by the visual tools	• Visual aids demonstrate no creativity or clarity and are often difficult to read • Presentation is weakened by the visual tools
Appropriate Use of Vocabulary	• All terms are included in the presentation • Used in unique and creative ways • Used in context	• All terms are included in the presentation • Used effectively • Used in context	• Most terms are included in the presentation • Generally used appropriately • Generally used in appropriate context	• Several terms are included in the presentation • May or may not be used appropriately • May lack context	• Few or no terms are included in the presentation • May or may not be used appropriately • Lacks context
Precision and Detail in Documents Produced	• Documents are clear, well constructed, accurate and show attention to detail • Extra care has been taken in the production	• Clearly evident that documents are correct, detailed and accurate • Care has been taken in the production	• Evident that documents are correct and show a general attention to detail and accuracy • General care has been taken in production	• Documents may have some errors and show some detail • Some care has been taken in production	• Documents have numerous errors and lack detail • Little care taken in the production
Overall Presentation Effectiveness	• This was an exceptional presentation and extremely effective • I'd give you a 10	• This was a very good presentation and very effective • I'd give you an 8 or 9	• This presentation was good and effective • I'd give you a 6 or 7	• This presentation was average and somewhat effective • I'd give you a 3, 4 or 5	• This presentation was weak and not effective • I'd give you a 0, 1, or 2

HUNTER COLLEGE READING/WRITING CENTER
THE WRITING PROCESS
Invention: Annotating a Text

Annotating a text, or marking the pages with notes, is an excellent, if not essential, way to make the most out of the reading you do for college courses. Annotations make it easy to find important information quickly when you look back and review a text. They help you familiarize yourself with both the content and organization of what you read. They provide a way to begin engaging ideas and issues directly through comments, questions, associations, or other reactions that occur to you as you read. In all these ways, annotating a text makes the reading process an active one, not just background for writing assignments, but an integral first step in the writing process.

A well-annotated text will accomplish all of the following:

- •clearly identify where in the text important ideas and information are located
- •express the main ideas of a text
- •trace the development of ideas/arguments throughout a text
- •introduce a few of the reader's thoughts and reactions

Ideally, you should read a text through once before making major annotations. You may just want to circle unfamiliar vocabulary or concepts. This way, you will have a clearer idea about where major ideas and important information are in the text, and your annotating will be more efficient.

A brief description and discussion of four ways of annotating a text and a sample annotated text follow:

❗ Highlighting/Underlining

Highlighting or underlining key words and phrases or major ideas is the most common form of annotating texts. Many people use this method to make it easier to review material, especially for exams. Highlighting is also a good way of picking out specific language within a text that you may want to cite or quote in a piece of writing. However, over-reliance on highlighting is unwise for two reasons. First, there is a tendency to highlight more information than necessary, especially when done on a first reading. Second, highlighting is the least active form of annotating. Instead of being a way to begin thinking and interacting with ideas in texts, highlighting can become a postponement of that process.

On the other hand, highlighting is a useful way of marking parts of a text that you want to make notes about. And it's a good idea to highlight the words or phrases of a text that are referred to by your other annotations.

❗ Paraphrase/Summary of Main Ideas

Going beyond locating important ideas to being able to capture their meaning through paraphrase is a way of solidifying your understanding of these ideas. It's also excellent preparation for any writing you may have to do based on your reading. A series of brief notes in the margins beside important ideas gives you a handy summary right on the pages of the text itself, and if you can take the substance of a sentence or paragraph and condense it into a few words, you should have little trouble clearly demonstrating your understanding of the ideas in question in your own writing.

! Descriptive Outline

A descriptive outline shows the organization of a piece of writing, breaking it down to show where ideas are introduced, where they are developed, and where any turns in the development occur. A descriptive outline allows you to see not only where the main ideas are but also where the details, facts, explanations, and other kinds of support for those ideas are located.

A descriptive outline will focus on the function of individual paragraphs or sections within a text. These functions might include any of the following:

> •Summarizing a topic/argument/etc.
> •Introducing an idea
> •Adding explanation
> •Giving examples
> •Providing factual evidence
> •Expanding or limiting the idea
> •Considering an opposing view
> •Dismissing a contrary view
> •Creating a transition
> •Stating a conclusion

This list is hardly exhaustive and it's important to recognize that several of these functions may be repeated within a text, particularly ones that contain more than one major idea.

Making a descriptive outline allows you to follow the construction of the writer's argument and/or the process of his/her thinking. It helps identify which parts of the text work together and how they do so.

! Comments/Responses

You can use annotation to go beyond understanding a text's meaning and organization by noting your reactions–agreement/disagreement, questions, related personal experience, connection to ideas from other texts, class discussions, etc. This is an excellent way to begin formulating your own ideas for writing assignments based on the text or on any of the ideas it contains.

SAMPLE ANNOTATED TEXT

"How Come the Quantum"
By John Archibald Wheeler

Bold = Main Ideas   Universal Font = Descriptive Outline   *Italics = Comments*

intro of topic

What is the greatest mystery in physics today? Different physicists have different answers. My candidate for greatest mystery is a question now century old, "How come the quantum?" What is this thing, the "quantum"? It's a bundle of energy, an indivisible unit that can be sliced no more. Max Planck showed us a hundred years ago that light is emitted not in a smooth, steady flow, but in quanta. Then physicists found quantum jumps of energy, the quantum of electric charge and more. In the small-scale world, everything is lumpy.

historical perspective

Greatest mystery in physics is nature of quantum.

lumps of energy?

description

And more than just lumpy. When events are examined closely enough, uncertainty prevails; cause and effect become disconnected. Change occurs in little explosions in which matter is created and destroyed, in which chance guides what happens, in which waves are particles and particles are waves.

chance plays great role in change in this "small scale world"

This means they're the same and different at the same time?

main idea of essay

Despite all this uncertainty, quantum physics is both a practical tool and the basis of our understanding of much of the physical world. It has explained the structure of atoms and molecules, the thermonuclear burning that lights the stars, the behavior of semiconductors and superconductors, the radioactivity that heats the earth, and the comings and goings of particles from neutrinos to quarks.

quantum physics has helped us understand material world

both what things are and how they work

rhetorical question

Successful, yes, but mysterious, too. Balancing the glory of quantum achievements, we have the shame of not knowing "how come." Why does the quantum exist?

some things remains a mystery

Science can't tell us why anything exists. We still need religion for that.

one interpretation

My mentor, the Danish physicist, Niels Bohr, made his peace with the quantum. His "Copenhagen Interpretation" promulgated in 1927 bridged the gap between the strangeness of the quantum world and the ordinariness of the world around us. It is the act of measurement, said Bohr, that transforms the indefiniteness of quantum events into the definiteness of everyday experience. And what one can measure, he said, is necessarily limited. According to his principle of complementarity, you can look at something in one way or in another way, but not in both ways at once. It may be, as one French physicist put it, "the fog from the north," but the Copenhagen interpretation remains the best interpretation of the quantum that we have.

Bohr suggested it's measurement that makes the quantum useful

Its mysterious quality is a separate issue.

This is best theory we have .

Albert Einstein, for one, could never accept this world view. In on-again,off-again debates over more than a dozen years, Bohr and Einstein argued the issues–always in a spirit of great mutual admiration and respect. I made my own effort to convince Einstein, but without success. Once, around 1942, I went around to his house in Princeton to tell him of a new way of looking at the quantum world developed by my student, Richard Feynman.

Feynman pictured an electron getting from point **A** to point **B** not by one or another possible path, but by taking all possible paths at once. Einstein, after listening patiently, said, as he had on other occasions, "I still cannot believe God plays dice." Then he added, "But maybe I have earned the right to make my mistakes."

Feynman's superposed paths are eerie enough. In the 1970s, I got interested in another way to reveal the strangeness of the quantum world. I called it "delayed choice." You send a quantum of light (a photon) into an apparatus that offers the photon two paths. If you measure the photon that leaves the apparatus in one way you can tell which path it took.

If you measure the departing photon in a different way (a complementary way), you can tell if it took both paths at once. You can't make both kinds of measurements on the same photon, but you can decide, after the photon has entered the apparatus, which kind of measurement you want to make.

Is the photon already wending its way through the apparatus along the first path? Too bad. You decide to look to see if it took both paths at once, and you find that it did. Or is it progressing along both paths at once? Too bad. You decide to find out if it took just one path, and it did.

At the University of Maryland, Carroll Alley, with Oleg Jakubowicz and William Wickes, took up the challenge I offered them and confirmed that the outcome could be affected by delaying the choice of measurement technique–the choice of question asked–until the photon was well on its way. I like to think that we may one day conduct a delayed-choice experiment not just in a laboratory, but in the cosmos.

One hundred years is, after all, not so long a time for the underpinning of a wonderfully successful theory to remain murky. Consider gravity. Isaac Newton, when he published his monumental work on gravitation in the 17th century, knew he could not answer the question, "How come gravity?" He was wise enough not to try. "I frame no hypotheses," he said.

development of analogy

It was 228 years later [that] Einstein, in his theory of general relativity, attributed gravity to the curvature of space-time. The essence of Einstein's lesson can be summed up with the aphorism, "Mass tells space-time how to curve, and space-time tells mass how to move." Even that may not be the final answer. After all, gravity and the quantum have yet to be joined harmoniously.

Einstein explained the "why" of gravity, but even that may not be the final word.

That's a description, not an explanation.

speculation

On the windowsill of my home on an island in Maine, I keep a rock from the garden of Academe, a rock that heard the words of Plato and Aristotle as they walked and talked. Will there someday arise an equivalent to that garden where a few thoughtful colleagues will see how to put it all together and save us from the shame of not knowing "how come the quantum"? Of course, in this century, that garden will be as large as the earth itself, a "virtual" garden where the members of my imagined academy will stroll and converse electronically.

Perhaps physicists will one day solve the "why"of the quantum.

nice reference to the Internet

conclusion

Here, a hundred years after Planck, is quantum physics, the intellectual foundation for all of chemistry, for biology, for computer technology, for astronomy and cosmology. Yet, proud foundation for so much, it does not yet know the foundation for its own teachings. One can believe, and I do believe, that the answer to the question, "How come the quantum?" will prove to be also the answer to another question, "How come existence?"

quantum physics, foundation for so many fields, is itself built on a mystery

He thinks we can understand meaning through science-a purely descriptive field.

ENGLISH 1A ESSAY EVALUATION AND SUGGESTIONS FOR IMPROVEMENT

The boxes below contain the qualities of a well-written essay.
Suggestions for improvement for each aspect of your essay are listed below the boxes.

INTRODUCTION	10 points
⇒ Captures the readers' attention and interest.	_____
⇒ Introduces the topic of the essay clearly.	
⇒ Sets up the thesis.	

Improve your skills:
___ Introduce the general topic; then lead into the thesis.
___ Capture the readers' interest with an anecdote, quote, or information generally not known (hook).
___ Avoid summaries of the information in the essay and "announcements" of your goals.

THESIS	20 points
⇒ Essay has a clear thesis which makes a claim about a topic and has a roadmap.	_____
⇒ Thesis makes a specific point/claim about the topic.	

Improve your skills:
___ Make sure that your essay has a thesis that is easy to identify!
___ Avoid announcements—they are statements of purpose, not thesis statements!
___ A thesis indicates the author's claim or opinion about the topic—not the author's feelings, not facts.
___ Make sure your thesis has a roadmap of main ideas.

BODY	20 points
⇒ Essay has an underlying plan; logical connections among ideas are apparent.	_____
⇒ Sufficient evidence to "prove" the thesis.	
⇒ Main idea of each paragraph is fully supported in sufficient depth with vivid supporting detail.	
⇒ Each paragraph clearly develops a part of the thesis; each paragraph is complete and unified.	

Improve your organizational skills:
___ Work on the organization of your ideas—the progression of ideas is not clear or not logical.
___ Work on cohesion—use transition words, phrases, and sentences to connect ideas.
Improve your development and support of the thesis:
___ Present more insights; develop your own reasons and explanations more fully.
___ Make sure that all the supporting details are related to the thesis.
___ Use more supporting details: more detail / evidence is necessary to support your thesis.
___ Make sure all of your supporting details are accurate.
Improve your paragraph skills:
___ Make sure that each paragraph has a topic sentence that clearly develops part of the thesis.
___ Work on more fully developing support in your body paragraphs; paragraphs that are too short do
      not adequately develop ideas. Seek balance in the development of your paragraphs.
___ Work on unity in your paragraphs. Remember, one main idea per paragraph.

CONCLUSION	10 points
⇒ Gives audience a summary and a sense of closure.	_____
⇒ Reinforces the thesis.	
⇒ Provides a vivid ending—a strong finish.	

Improve your skills:
___ Include no information not previously mentioned/"proved" in the essay.
___ Re-emphasize the thesis, OR avoid simply restating it.
___ Tie your ideas together in a fully developed paragraph.

CRITICAL THINKING AND QUALITY OF ACADEMIC THOUGHT	15 points
⇒ Insightful thesis; abundant and cogent evidence.	_____
⇒ Essay demonstrates sophistication of reasoning.	
⇒ Essay goes beyond superficial analysis or merely stating the obvious.	

Improve your skills:
___ Spend more time developing your thoughts about the topic: Why do you think this? How do you know?
___ Integrate quality sources.
___ Back up all generalizations with convincing and specific evidence which gives your reader a reason to believe
you. Use academic voice to establish context when working with cited material.
___ Work on more clearly communicating the ideas you develop by not assuming your reader knows what you are
thinking; make sure you fill in the blanks and explain your reasoning completely.

LANGUAGE ACCURACY AND CLARITY	10 points
⇒ Language used is clear, accurate, and specific.	_____
⇒ Language is appropriate in tone for the essay's audience and purpose.	
⇒ Writer uses a variety of sentence patterns and lengths and writes in appropriate Academic Voice.	
⇒ Essay is free of the distraction of grammatical errors.	

Improve your language accuracy and clarity:
___ Work on the style / effectiveness of your sentences. Some contain awkward wording and constructions.
___ Work on greater variety of sentence patterns / lengths.
___ Analyze and avoid the grammatical / mechanical errors below which distract your reader:

run-on sentences	consistent verb tense	agreement:	word use:
comma splices	verb tense problems	subject-verb	confusion
first person	punctuation	Omissions	prepositions
second person	capitalization	pronoun reference	articles
fragments	Possessives	adjective-noun	word choice
need parallelism	Contractions	pronoun-antecedent	word form

ACADEMIC CONVENTIONS	15 points
⇒ The writer uses semi-formal, academic diction.	_____
⇒ Title reflects the writer's main idea.	
⇒ Paper is correctly formatted and neatly presented.	
⇒ The writer documents sources accurately.	
⇒ Source material is effectively incorporated into the essay.	

Improve your use of academic conventions:
___ Make sure that support from sources is appropriately incorporated into your ideas.
___ Make sure that support from sources is properly and accurately documented.
___ Make sure your works cited page is correctly formatted.
___ Take time to proofread your essay carefully before turning it in; there are spelling, word use errors, and typos
that can be avoided by simply proofreading your essay. Use spell check!
___ Make sure your title reflects your main idea. Make sure it's awesome.
___ Make sure you provide a complete heading, number your pages, and type your paper in MLA format. POLISH!
___ Make sure you follow the assignment and meet the page requirement.

                                                                                    TOTAL POINTS _____
ADDITIONAL COMMENTS:

The Need to Accept the Coexistence of Good and Evil: The Most Important Theme in "To Kill a Mockingbird"

Working Thesis Statement

The most important theme in "To Kill a Mockingbird" is that survival depends upon a mature understanding of people: that they are both good and evil.

Introduction

Hook: Start with interesting quote that brings in thesis, such as Atticus telling Jem: "Theres a lot of ugly things in this world, son. I wish I could keep em all away from you. Thats never possible." Explain the quote and finish intro with thesis statement.

Argument / Main Idea 1

Tom Robinson, Boo Radley, and Jem suffer consequences for innocence

Tom falsely accused and killed

Boo locked away in house; almost has to go on trial which might have destroyed him

Jem attacked by Bob Ewell

Argument / Main Idea 2

Atticus remains strong despite injustices against him and others

Sees evil (Tom falsely accused) but fights it in court

Walks away when Ewell spits in face

Defeated in court, but walks out with head high and committed to fight on

Argument / Main Idea 3

Scout learns to see the world as it is: with evil, but also goodness and love

Boo feared at first, but she learns that he is innocent...

Sees evil such as racism, but also Atticus love and courage

She grows strong that summer to see the world as it is

Conclusion

Review injustices against the innocent; strength of Atticus; wisdom and goodness of sheriff despite his flaws and mistakes; growth in Scout: her understanding of the coexistence of good and evil has helped her to survive all these years as she looks back

http://www.inspiration.com/webspirationclassroom-language-arts-examples

OUTLINE

Name: _____   **Date:** _____

Topic   I. _____

  Subtopic   A. _____

   Supporting   1. _____

   details   2. _____

                   3. _____

                   4. _____

  Subtopic   B. _____

   Supporting   1. _____

   details   2. _____

                   3. _____

                   4. _____

  Subtopic   C. _____

   Supporting   1. _____

   details   2. _____

                   3. _____

                   4. _____

  Subtopic   D. _____

   Supporting   1. _____

   details   2. _____

                   3. _____

                   4. _____

GO.9.1

PLANNER FOR NEWSPAPER ARTICLE

Name: _____   Date: _____

Title of Article _____

Introduction (who, what, when, and where) _____
_____
_____
_____

I first witnessed _____
_____
_____
_____

Next, _____
_____
_____
_____

Then, _____
_____
_____
_____

Finally, _____
_____
_____
_____

Conclusion (reflect on total event) _____
_____
_____
_____

GO.9.2

WRITING AN EXPOSITORY ESSAY

Name: _____   Date: _____

Paragraph #1 – Introduction

Topic Sentence: _____

_____

_____

Major Idea #1: _____

Major Idea #2: _____

Major Idea #3: _____

Closing Sentence: _____

_____

_____

Paragraph #2 – Major Idea #1 is discussed completely and with evidence

Topic Sentence: _____

_____

_____

Major Idea #1: _____

Major Idea #2: _____

Major Idea #3: _____

Closing Sentence: _____

_____

_____

Paragraph #3 – Major Idea #2 is discussed completely and with evidence

Topic Sentence: _____

_____

_____

Major Idea #1: _____

Major Idea #2: _____

Major Idea #3: _____

Closing Sentence: _____

_____

_____

GO.9.3
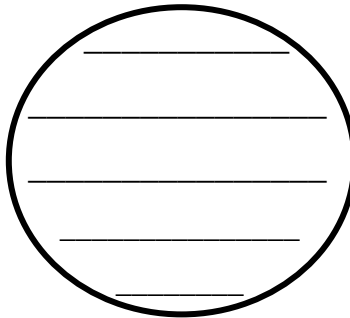
EXPOSITORY WRITING
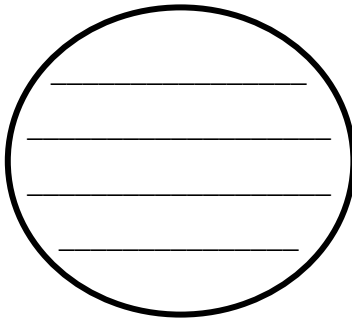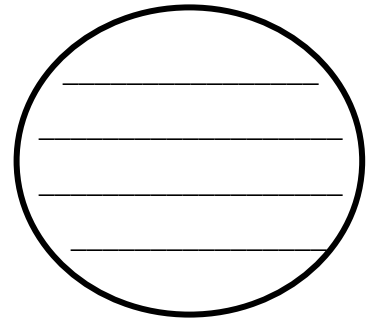
Name: _____   **Date:** _____

Detail

_____

_____

_____

_____
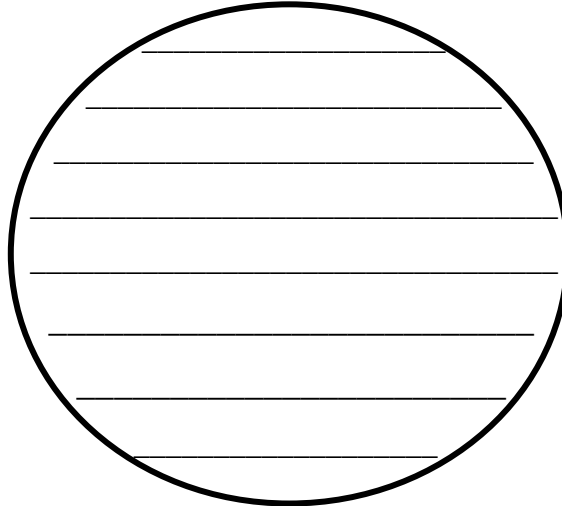
Detail

_____

_____

_____
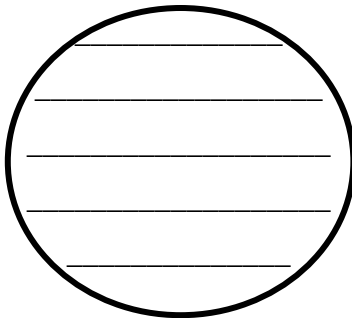
Detail

_____

_____

_____
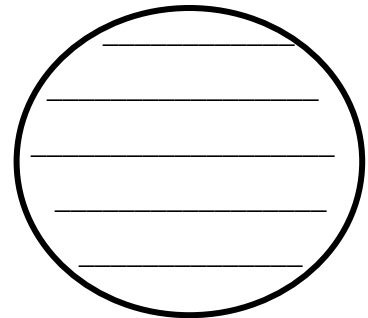
Topic Sentence

_____

_____

_____

_____

_____

_____

_____

Detail

_____

_____

_____

Detail

_____

_____

_____

Concluding Sentence _____

_____

_____

GO.9.4

PARAGRAPH GUIDE

Name: _____   **Date:** _____

Topic Sentence: _____

_____

_____

_____

Supporting Details:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

Concluding or Transition Sentence: _____

_____

_____

_____

GO.9.5

EXPOSITORY WRITING ORGANIZER

Name: _____   **Date:** _____

Title _____

    Main Idea _____

        Detail _____

        Detail _____

        Detail _____

        Detail _____

        Detail _____

    Main Idea _____

        Detail _____

        Detail _____

        Detail _____

        Detail _____

        Detail _____

    Main Idea _____

        Detail _____

        Detail _____

        Detail _____

        Detail _____

        Detail _____

GO.9.6

MAIN IDEA MAP

Name: _____   **Date:** _____

A **Main Idea Map** shows the most important idea and supporting ideas or subtopics. It also has information about the subtopics.

Subtopic	Subtopic	Subtopic
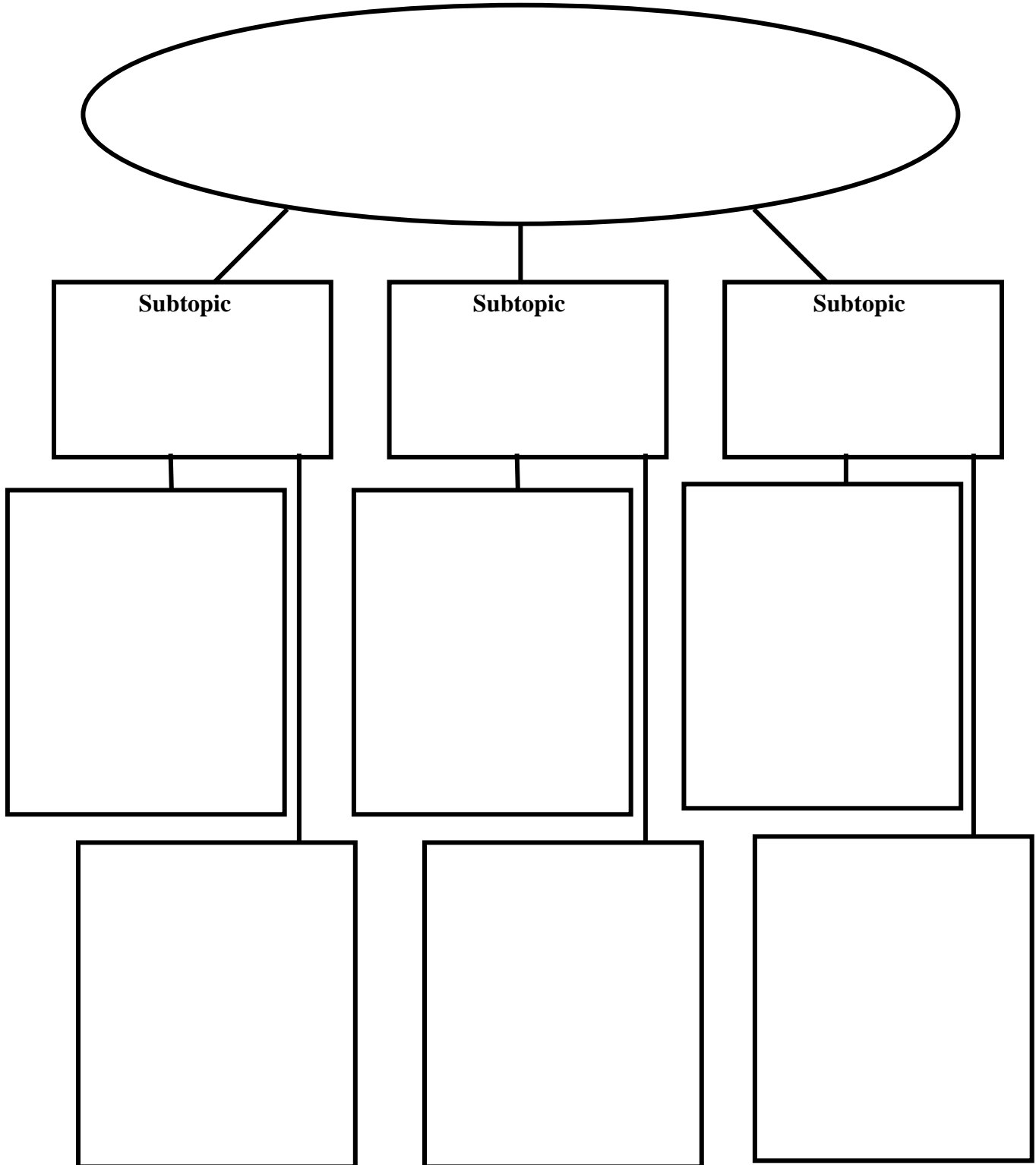
EXPOSITORY WRITING ORGANIZER

Name: _____ **Date:** _____

Introduction

Body

Point 1   Point 2   Point 3

_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____

Conclusion

GO.9.8

FINDING MAIN IDEAS

Name: _____   **Date:** _____

Title of Story: _____

         MAIN IDEA: **Page and Paragraph:**

1.

2.

3.

4.

5.

6.

GO.9.9

MAIN IDEA ORGANIZER

Name: _____   **Date:** _____

Main Idea

Main Idea

Main Idea

Main Idea

_____

TITLE

Main Idea

Main Idea

GO.9.10
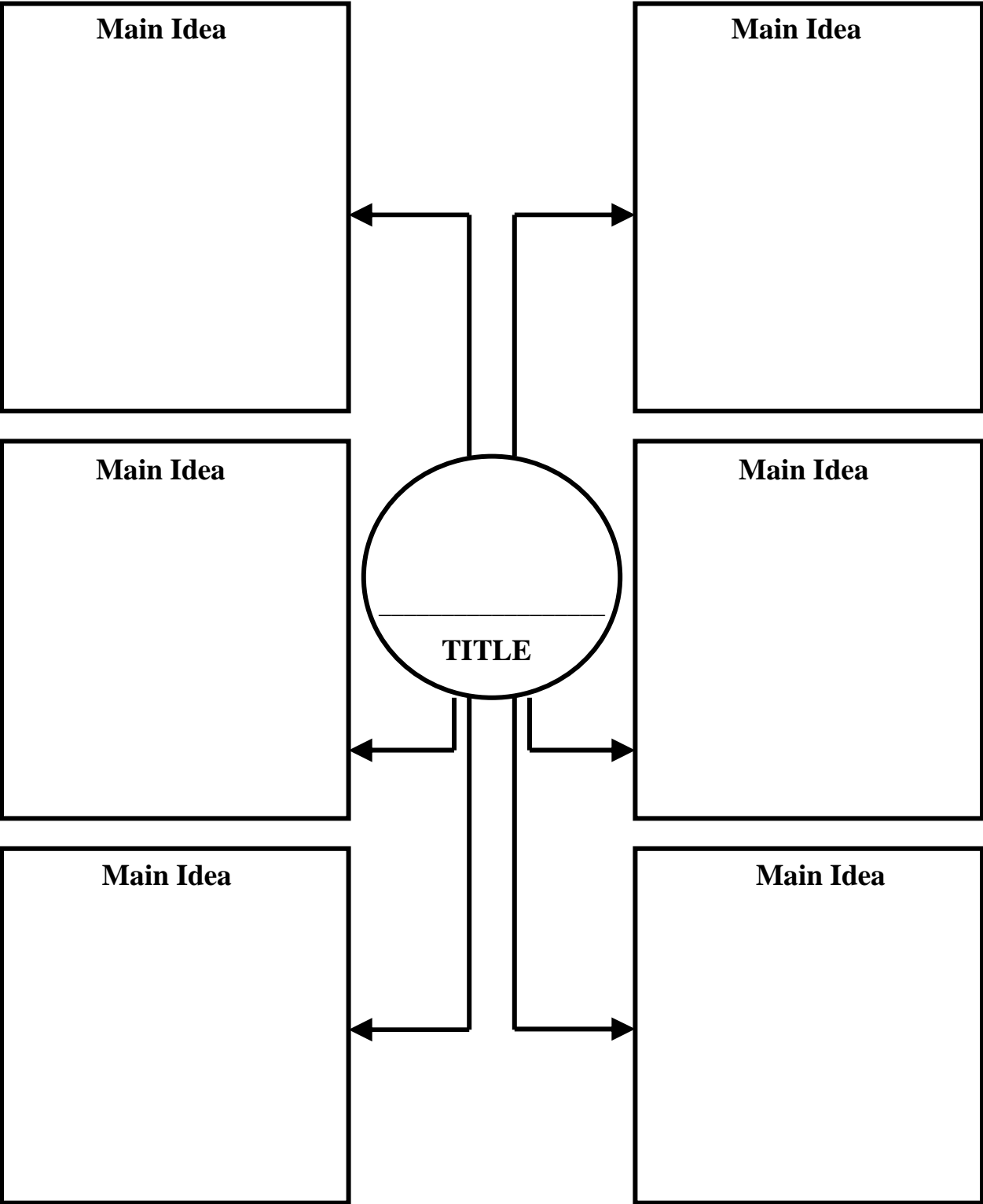
SUPPORTING AREAS OF FOCUS

Name: _____   **Date:** _____

Support each area of focus with information from the story.

1.

Support p……

Support p……

Support p……

2.

Support p……

Support p……

Support p……

EXPOSITORY WRITING ORGANIZER

Name: _____   **Date:** _____

_____
Main Idea

_____
Subject

_____
Main Idea

_____
Main Idea
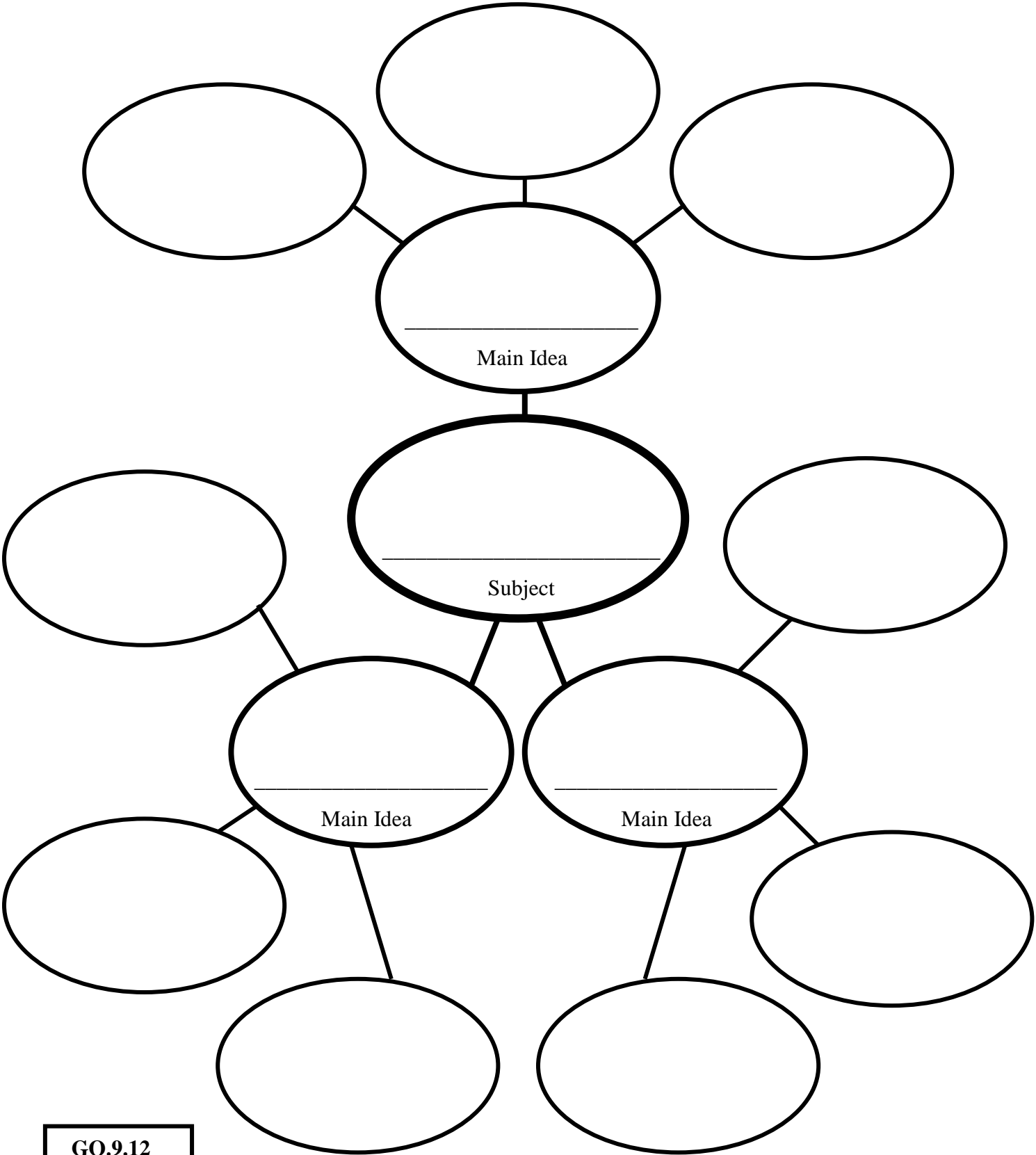
GRAPHIC ORGANIZER – EXPOSITORY WRITING

Name: _____ Date: _____

Introduction

Intro Sentence:

Background Info:

Main Transition Sentence:

Body 1

Main Idea:

Detail: Example:

Detail: Example:

Detail: Example:

Closing/Transition Sentence:

Body 2:

Main Idea:

Detail: Example:

Detail: Example:

Detail: Example:

Closing/Transition Sentence:

Body 3:

GO.9.13.a

Main Idea:

Detail: Example:

Detail: Example:

Detail: Example:

Closing/Transition Sentence:

Conclusion:

Wrap-up (Hint: Reread Intro):

Prediction:

Closing Sentence:

GO.9.13.b

THESIS ESSAY ORGANIZER

Name: _____   **Date:** _____

INTRODUCTION

Hook: _____

Thesis (what you will prove): _____
_____

Background Information: _____
_____

Three pieces of supporting evidence: Body 1 _____

Body 2 _____

Body 3 _____

Conclusion sentence: _____

Body #1

Evidence #1 _____

Details: 1 _____

2 _____

3 _____

Quote: _____
_____

Explain how quote supports reason: _____
_____

Conclusion sentence: _____

Body #2

Evidence #2 _____

Details: 1 _____

2 _____

3 _____

Quote: _____
_____

Explain how quote supports reason: _____
_____

Conclusion sentence: _____

GO.9.14.a

Body #3

Evidence #3 _____

Details: 1 _____

         2 _____

         3 _____

Quote: _____

_____

Explain how quote supports reason: _____

_____

Conclusion sentence: _____

_____

CONCLUSION

Restate thesis: _____

Summarize your evidence: 1 _____

         2 _____

         3 _____

Extend, go beyond, larger meaning: _____

_____

GO.9.14.b

EXPOSITORY WRITING GRAPHIC ORGANIZER

Name: _____   **Date:** _____

Topic:

Opening Sentences:

Transition Word or Phrase

Reason #1 Topic Sentence: _____

_____

_____

Supporting Details:

1. _____

_____

2. _____

_____

3. _____

_____

Transition Word or Phrase

GO.9.15.a

Reason #2 Topic Sentence: _____

_____

_____

Supporting Details:

1. _____

_____

2. _____

_____

3. _____

_____

Transition Word or Phrase

Reason #3 Topic Sentence: _____

_____

_____

Supporting Details:

1. _____

_____

2. _____

_____

3. _____

_____

GO.9.15.b

Concluding Summary: _____

_____

_____

_____

_____

What vocabulary words will I use? _____

_____

_____

_____

_____

_____

GO.9.15.c

EXPOSITORY WRITING ORGANIZER

Name: _____ **Date:** _____
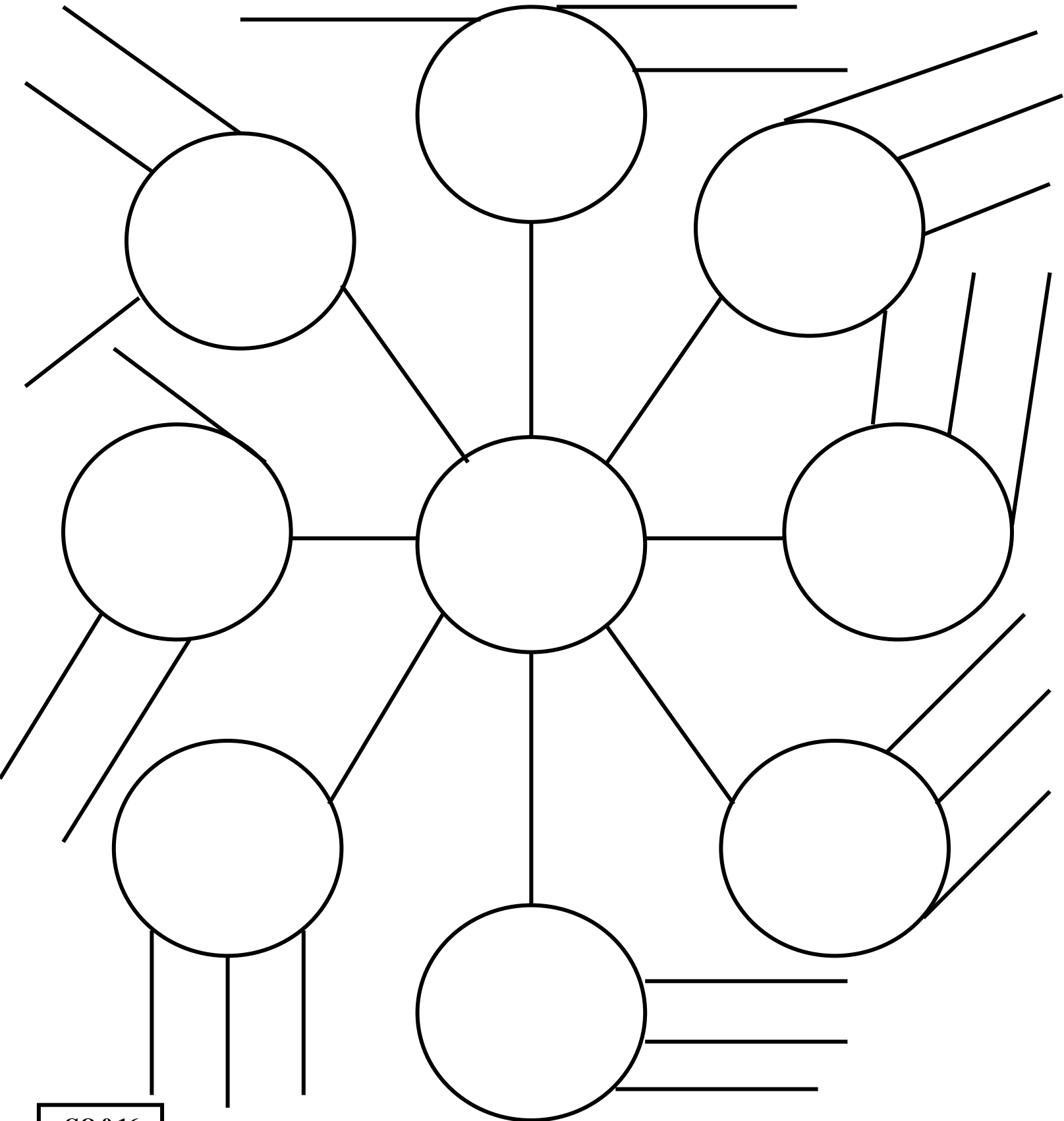
Graphic Organizer for a News Article

Who was involved?

What happened?

When did it happen?

Where did it happen?

Why did it happen?

How did it happen?

Quotes from Witnesses

The "angle" or point of view

GO.9.26

Narrative Structure

MEANING
- Your reflection on the event(s)
- Lesson learned through this story

OUTCOME
- Result of the struggle
- The resolution

STRUGGLE
- Stems from the conflict
- How the conflict is dealt with

CONFLICT
- Tension
- The problem in the narrative

SITUATION
- Setting (time and place)
- Background/context
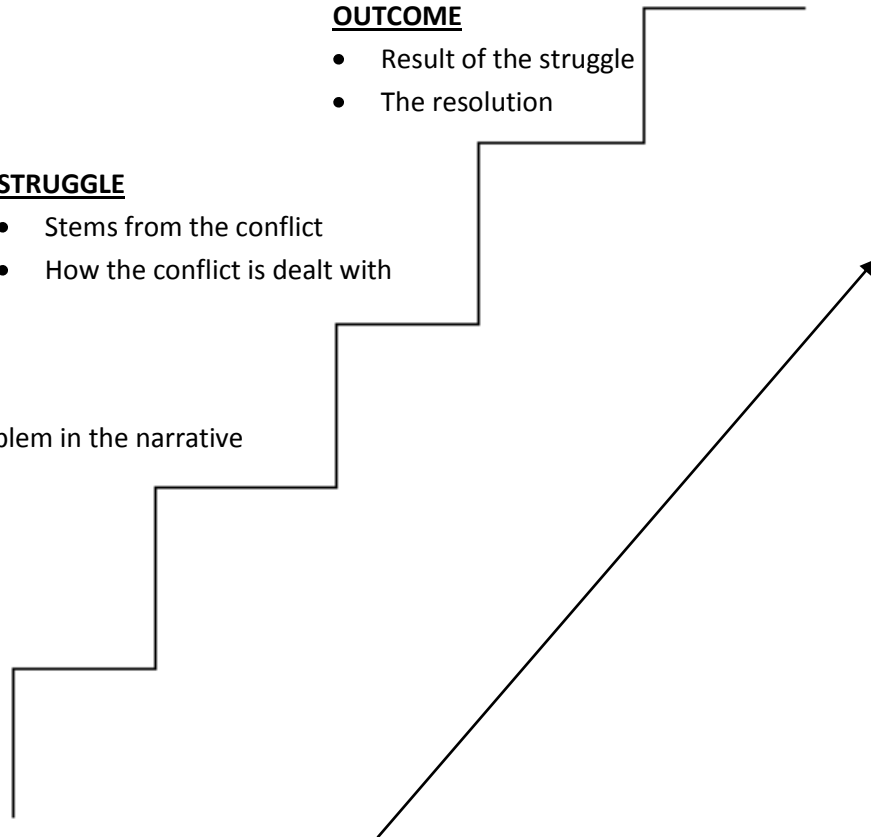
When writing a narrative, keep the following points in mind:

Tense and Action: Generally, narratives can be written in the past tense, since the event has already taken place. However, sometimes, depending on your instructor's specifications, present tense can be used. Remember, a narrative chronicles an event, almost like scenes in a film. Keep in mind the action.

Point of View: Narration often lends itself to first person point of view (I, me, mine, our). Third person point of view (he, she, they, etc.) is often acceptable as well. Be sure to consult your assignment guide or your instructor for specific requirements.

Descriptive Detail: Use rich images, sensory description (the five senses), and specific language, including strong, active verbs, to bring your narrative to life.

Dialogue: You might incorporate spoken language to develop your characters. Again, check with your instructor to be sure that using dialogue is acceptable for your assignment. Consult a writing or grammar handbook for the rules on properly formatting dialogue (quotation marks, spacing).

Narrative Structure Graphic Organizer

Situation:

Conflict:

Struggle:

Outcome:

Meaning:

Think-Pair-Share

Think-Pair-Share activities pose a question to students that they must consider alone and then discuss with a neighbor before settling on a final answer. This is a great way to motivate students and promote higher-level thinking. Even though the activity is called think-"PAIR"-share, this is the term many instructors use for pairs and small groups (three or four students) alike. Groups may be formed formally or informally. Often this group discussion "sharing" is followed up with a larger classroom discussion. Some think-pair-share activities are short, **"quick-response think-pair-share"** and sometimes the activities may be longer and more involved, **"extended think-pair-share."** The instructor can use the student responses as a basis for discussion, to motivate a lecture segment, and to obtain feedback about what students know or are thinking and it is easy to incorporate more than one think-pair-share activity in a given class period.

Advantages of think-pair-share

- Instructors find they can have a format change during lecture that only takes a small amount of class time. Preparation is generally easy and takes a short amount of time.
- The personal interaction motivates students who might not generally be interested in the discipline.
- You can ask different kinds and levels of questions.
- It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- You can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.
- The fluid nature of group formation makes this technique very effective and popular for use by instructors of large classes.
- Full class discussion is generally more fruitful after a think-pair-share and throughout the semester as the frequent use of such activities generally improves student comfort levels and willingness to participate throughout a class period.

Steps and tips for using think-pair-share

1. Click above to watch a video of Greg Hancock, College of William and Mary, demonstrate how to use the Think-Pair-Share method at an *On the Cutting Edge* workshop.

   Ask a question. Be aware that open-ended questions are more likely to generate more discussion and higher order thinking. A think-pair-share can take as little as three minutes or can be longer, depending on the question or task and the class size.

2. Give students a minute to two (longer for more complicated questions) to discuss the question and work out an answer.

3. Ask students to get together in pairs or at most, groups with three or four students. If need be, have some of the students move. If the instructor definitely wants to stick with pairs of students, but have an odd number of students, then allow one group of three. It's important to have small groups so that each student can talk.

4. Ask for responses from some or all of the pairs or small groups. Include time to discuss as a class as well as time for student pairs to address the question.

Examples of think-pair-share questions include:

- *Describe and interpret the image.* Images could include graphs, photographs, cartoons, and other visuals. Tasks and Engagement Triggers for Interactive Segments
- *Before we start talking about global warming, have there been periods warmer than the present in the past? If so, when did such periods occur and what is the evidence? After responses are collected, and possibly a short lecture on climate history: How do we know what the climate was like before people started keeping track?*
- *From the data provided, what was the rate of the chemical reaction?*
- In the context of a basic supply and demand model in the market for low skill labor, what is the expected market impact of an increase in the minimum wage, assuming the minimum wage is higher than the current market equilibrium wage? Is this potential impact used in arguments in favor of or against increases in minimum wage? Fully explain your response.
- *What kinds of jobs do you think require people with knowledge of Calculus?*

Challenges of the think-pair-share technique

One of the biggest challenges of the think-pair-share is to get all students to truly be engaged. Obviously, instructors hope that they have selected questions that are sufficiently interesting to capture student attention. However, the instructor might also want to consider other ways to increase the likelihood of student participation. The instructor might offer a participation grade somehow tied to a short product students produce from their discussion. Or the instructor can find ways to increase student awareness of the likelihood their group might be called upon to share their answer with the entire class. The instructor might also consider using some of the think-pair-questions on exams and making it clear to students that that is the case.

Examples of think-pair-share activities

Click above to watch a video of Greg Hancock, College of William and Mary, demonstrate the Think-Pair-Share method in the classroom.

One extension of think-pair-share is write-pair-share, in which students are given a chance to write down their answer before discussing it with their neighbor. You may wish to collect written responses from each student or each pair before or after discussing the answer. This can be particularly useful for questions where students would benefit from drawing graphs or using specific formulas in order to synthesize information.

The Cornell Note-taking System

2 1/2"	6"
Cue Column	**Notetaking Column** 1. **Record**: During the lecture, use the notetaking column to record the lecture using telegraphic sentences. 2. **Questions**: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later. 3. **Recite**: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words. 4. **Reflect**: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them? 5. **Review**: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.

Summary

2"

After class, use this space at the bottom of each page
to summarize the notes on that page.

Step 8: Cornell Note-Taking Rubric

AVID
Decades of College Dreams

	3	2	1	0
Step 1: Create Format	☐ All parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place	☐ Most parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place	☐ Some parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place	☐ Few parts (name, class, topic, period, date, standard/ objective, essential question) are properly written in the correct place
Step 2: Organize Notes	☐ All main ideas, key words, and phrases are recorded ☐ Sufficient space is provided between main ideas ☐ All abbreviations/ symbols are used appropriately ☐ Indentation is used consistently to show the relationship between ideas ☐ Many bullets are used to create lists to organize notes ☐ Effective use of paraphrasing is evident	☐ Most main ideas, key words, and phrases are recorded ☐ Some space is provided between main ideas ☐ Many abbreviations/ symbols are used appropriately ☐ Some indentation is used to show the relationship between ideas ☐ Some bullets are used to create lists to organize notes. ☐ Some paraphrasing is evident	☐ Some main ideas, key words, and phrases are recorded. ☐ Inadequate space is provided between main ideas. ☐ Some abbreviations/ symbols are used ☐ Limited indentation is used to show the relationship between ideas ☐ Few bullets are used to create lists to organize notes. ☐ Limited paraphrasing is used	☐ Few main ideas, key words, and phrases are recorded. ☐ There is no space between ideas ☐ Few or no abbreviations/ symbols are used ☐ No indentation is used to show relationship between ideas ☐ No bullets are used--complete sentences are record ☐ Paraphrasing is not used—notes are copied word for word
Step 3: Revise Notes/ * Step 5: Exchange Ideas	☐ All notes are numbered to indicate a new concept, main idea, or topic ☐ All vocabulary/ key terms are circled ☐ All main ideas are underlined in pencil/ highlighted ☐ All missing/paraphrased information is added in red ☐ All unimportant information is deleted by drawing a line through it	☐ Some notes are numbered to indicate a new concept, main idea, or topic ☐ Some vocabulary/ key terms are circled ☐ Some main ideas are underlined in pencil/ highlighted ☐ Some missing/paraphrased information is added in red ☐ Most unimportant information is deleted by drawing a line through it	☐ Few notes are numbered to indicate a new concept, main idea, or topic ☐ Few vocabulary/ key terms are circled ☐ Few main ideas are underlined in pencil/ highlighted ☐ Limited missing/paraphrased information is added in red ☐ Some unimportant information or important information is deleted by drawing a line through it	☐ No notes are numbered to indicate a new concept, main idea, or topic ☐ No vocabulary/ key terms are circled ☐ No main ideas are underlined in pencil/ highlighted ☐ No missing/paraphrased information is added in red ☐ No unimportant information or important information is deleted by drawing a line through it
Step 4: Note Key Idea	☐ All questions on left are developed to reflect main ideas in notes ☐ Most questions are higher level (Bloom's Levels 3–6 or Costa's Level 2 and 3)	☐ Most questions on left are developed to reflect main ideas in notes ☐ Some questions are higher level (Bloom's Levels 3–6 or Costa's Level 2 and 3)	☐ Some questions on left are developed to reflect main ideas in notes ☐ Few questions are higher level (Bloom's Levels 3–6 or Costa's Level 2 and 3)	☐ Few/ no questions on left are developed to reflect main ideas in notes ☐ No questions are higher level (Bloom's Levels 3–6 or Costa's Level 2 and 3)
Step 6: Link Learning	☐ Synthesized summary reflects the questions/ notes ☐ Summary addresses all aspects of the essential question based on the standard/ objective for the lesson	☐ Summary reflects most questions/ notes ☐ Summary addresses most aspects of the essential question based on the standard/ objective for the lesson	☐ Summary reflects some questions/ notes ☐ Summary addresses some aspects of the essential question based on the standard/ objective	☐ Summary does not reflect the questions/ notes ☐ Summary does not address the essential question of the lesson
Step 7: Learning Tool	☐ Detailed information to be used on test, essay, tutorial, etc. is clearly noted/ identified with an asterisk	☐ Information to be used on test, essay, tutorial, etc. is noted/ identified	☐ Some information to be used on test, essay, tutorial, etc. is noted/ identified with an asterisk	☐ No information to be used on test, essay, tutorial, etc. is noted

October 3

Types of Leadership Theory

Cue Column

Note-Taking Area

MASLOW

Self-actualization

Esteem

Social

Security

Physiological

Why do some believe in Theory X and others Theory Y?

Motivational Theories —
- Explain how human relation affect motivation.

Maslow's Hierarchy of needs (motivational theory)
1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment
* Developed By Abraham Maslow
* Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.
Theory Y - holds that people are naturally self-motivated and responsible.
* Developed by Douglas McGregor
* What type of leader you are is determined by which theory you believe in.

Summary Area

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

Image source: http://www.occc.edu

One of your assignments this semester is to visit your instructor's office hours at least once. This assignment is worth 20 points. This must be completed BEFORE Final's week. You should come with at least one question prepared.

Examples of questions for instructor office hours:

- "How do you think I am doing in the class?"

- "I need more information about _____. Could you help me?"

- "I am going to have to miss class, what will I need to do to make up any missed work?"

- "I've started this assignment and want to see if I'm on the right track, could you look at it for me?"

- "Am I missing any assignments?"

If you cannot attend regular office hours, please call the DRD front desk to make an appointment (527-4278) with me.

EXTRA CREDIT!   **(Worth 10 points)**

For extra credit meet with another faculty or staff member on campus. Write one paragraph describing the content of your meeting and have the faculty or Staff member sign below. You may only earn the extra credit points one time.
Examples include (but are not limited to):
-An instructor of another class you are taking
-An academic counselor
-A representative from a Career Technical Education program you are interested in.

Name of Faculty or Staff member:_____

Signature:_____

Email etiquette for students

Curtin
University of Technology

WHY FOLLOW ETIQUETTE?

Email users need to be aware of accepted practices regarding the use of email as a communication tool. In addition, email messages lack cues such as vocal expression and body language that we use every day when communicating with others, and as a result, it is easy to convey the wrong impression or offend recipients of your message.

These guidelines will help you get the most from your email system and avoid common mistakes.

COMMON COURTESIES

- ✓ Read your email regularly - daily if possible. Email is used for many important University and class communications.

- ✓ Reply promptly – if it is going to take considerable time to reply fully, acknowledge receipt of a message promptly and let the sender know when you expect to be able to answer.

- ✓ If you receive a message intended for another person, don't just ignore it: reply to the sender and let them know the email was misdirected. If you know the intended recipient, forward it to them with a short explanation.

- ✓ If you quote information received from any source, you should properly acknowledge it, just as you would in an academic essay or published work.

- ✗ Never assume that because you have sent a message, it has been read.

- ✗ Do not send chain letters, and do not forward such letters to others.

- ✗ Send your email to the smallest audience possible. Do not copy your email to large groups of people unless the message is of relevance to every recipient.

- ✗ Don't expect an immediate answer. Email is all about dealing with communications when you are able to do so.

- ✗ Do not label every message as high priority.

SIGNATURES

- ✓ Unless you are communicating with a close friend, include your email signature at the end of each message.

- ✓ Your signature should be brief (4-5 lines) and informative (include a phone number).

- ✗ Do not include drawings, quotations or anything non-essential in your signature.

KEEPING OUT OF TROUBLE

- ✗ Don't write anything you wouldn't say in public. Emails are easily forwarded to others.

- ✗ Do not redirect personal messages without the original sender's knowledge or consent.

- ✗ Do not "flame". Flaming is aggressive and abusive language used to criticise others.

- ✗ Avoid the expression of extreme emotion or opinion in an email message. Do not draft and send an email message when you are upset or angry - once written and sent, it can't be recalled. Take time to cool down before reviewing your message.

- ✗ Do not pretend you are someone else when sending email. To pretend you are someone else is fraudulent and illegal.

- ✗ Do not make changes to someone else's message and pass it on without making it clear where you have made the changes.

- ! Use humour, sarcasm and irony sparingly: they may not be self-evident to all readers. You can easily convey the wrong impression.

- ! Remember that all laws governing copyright, defamation, discrimination and other forms of written communication also apply to email.

HOUSEKEEPING

- ✓ Keep messages remaining in your electronic mailbox to a minimum.

- ✓ Delete unwanted messages and messages you do not need, such as:
  - Trivial conversations.
  - Working notes/drafts.
  - Duplicate messages and annotated replies.

- ✓ Save file attachments to disk, and delete original mail items from your inbox.

- ✓ Develop and maintain an orderly filing system for email messages you wish to keep.

- ✓ Unsubscribe from all the email lists or discussion groups you are no longer reading.

Email etiquette for students

ADDRESSING AN EMAIL MESSAGE

- ✓ Use the To: field for key recipients, and the Cc: field for people who are sent the message for their information only.
- ✓ Keep the list of recipients to a minimum.

EMAIL SUBJECTS

- ✓ Always enter a concise and meaningful subject field.
- ✓ Limit yourself to one subject per message - it helps recipients manage the mail they receive.

CONSTRUCTING GOOD EMAIL MESSAGES

- ✓ Keep your sentences and message short and concise. Leave out irrelevant detail.
- ✓ Write in a style that is appropriate for the recipient.
- ✗ Capitalise words only to highlight an important point or distinguish a title or heading. Capitalising anything else will be interpreted as SHOUTING!
- ✓ Include enough background information at the beginning of the e-mail for the recipient to understand what the message is about.
- ✓ Use spaced paragraphs, subheadings and lists of points to make your message easy to read.
- ✓ Number multiple questions or requests.
- ✓ If you use abbreviations or acronyms, be sure your recipient already knows what they stand for.
- ✓ Avoid using HTML or complex formatting. Not all mail systems will display such messages properly.
- ✓ Take the time to review your message.
- ✓ Check your spelling before sending the message
- ✓ Attach supporting information as a separate file. Very long messages or messages that require formatting are also best sent as attachments.

ATTACHING FILES

- ✓ Keep attachments under 2MB in size.
- ✓ Use correct file name extensions so that attachments open automatically.
- ✓ Check that the recipient has the necessary software to view the file.
- ✓ Ask permission before sending large file attachments as they can cause problems for the person receiving your message.
- ✓ Compress files to minimise their size.
- ✓ Consider saving large files to your I:\WWW folder and inserting the URL of the file into your message.
- ✓ Send attachments only to those who need them.

RECEIVING AND RESPONDING TO MESSAGES

- ✓ When replying or forwarding a message, ensure that the "Subject" field still accurately reflects the content of your message.
- ✓ Don't reply to all recipients of the original message - reply only to those who need a reply.
- ✓ Put your reply at the top of the message.
- ✗ When replying, do not quote the whole original message and signature. Delete non-essential text from the original message.

DEALING WITH MISUNDERSTANDINGS

- ✓ If a message generates emotion, read it again; reassess the message. Assume the message was sent with good intentions.
- ✓ If a discussion is becoming emotionally charged, stop sending email. Speak to the person to clear up any misunderstandings.
- ✓ When you are wrong or have issued an impulsive response, promptly admit it.

JUNK MAIL AND VIRUSES

Junk email ("spam") and viruses are common on the internet. Although Curtin has anti-virus systems in place, ensure you take these preventative measures:

- ✗ Avoid suspicious attachments from unknown senders.
- ✗ Delete junk mail. Never reply to it.
- ✗ Only provide your contact details to trusted organisations or individuals, and only when necessary.

ON LEAVE?

Most places you travel to will have facilities for you to check your email. If you will be unavailable for an extended period, do the following:

- ✓ Use the Vacation Message facility to notify senders that you are away. Your message should state when you expect to be back, and whom they should contact if it is an emergency.
- ✓ When you return, disable the Vacation Message so that senders no longer receive your away message.
- ! Remember, if you have a valid reason why you cannot regularly access OASIS, you will need to apply for an "e-Exemption". While you are e-Exempt, official University correspondence will be sent to you by a means other than OASIS.
- ! Visit the University Counselling Service, Student Central or your Divisional Student Services Office for details on how to apply for an e-Exemption.

E-MAIL ETIQUETTE: GUIDELINES FOR CAFNR STUDENTS

E-mail is a very popular way to communicate today. In fact, along with other forms of Internet communications, it far surpasses "snail mail" in popularity. The advantages are obvious: E-mail is fast and free. However, these advantages make it tempting to be less than professional when sending an e-mail to a contact, employer or faculty member.

Consider the following e-mail message:

> Subject: Hey!
>
> Hey…I found a job posted that I was intrested in…events cordinater…lets talk soon…e-mail me back TTYL!!!!!

So, what's the problem? This message, sent to a potential employer, creates an unfavorable impression. The message doesn't adhere to even one of the points in CAFNR's E-mail Guidelines. If I'm seeking someone who is professional and detail oriented to plan my events, the person who wrote this message IS NOT THE ONE I WOULD CHOOSE!

Make it a habit to communicate professionally and remember that not everyone, especially faculty and employers, will appreciate the brevity of a text-style message!

E-MAIL GUIDELINES FOR CAFNR STUDENTS

1. All messages should have a concise and descriptive subject line. The purpose of the subject line is to alert the reader as to the content of the message.

2. Begin with a salutation. For example, if you are e-mailing a professor, it would be appropriate to begin your e-mail with "Dear Dr. Smith" or "Professor Smith" or even "Ms. Smith." If you typically call Dr. Smith "Pat", then go ahead and begin the e-mail with "Pat." If you are unsure of how to address a professor, "Professor Smith" is the best choice.

3. Utilize traditional rules of grammar, spelling and punctuation in your message. Use spell check but also remember to proofread the message yourself as spell check won't catch everything.

4. Avoid abbreviations associated with texting. Remember, not everyone understands texting lingo…and if you are writing to professionals, chances are good that you are addressing one of the "more experienced" generations who text less frequently.

5. Close your message with a signature. Be certain that you have included your full name and, if appropriate, some context as to the nature of your relationship with that individual. For example, you might share your major, the fact that you are in a specific class, or that you are an officer in a club.

6. Reply to e-mail requests in a timely fashion. Most expect that you will reply within one business day. This means you need to make it a habit to check your e-mail account(s) on a daily basis.

7. Send attachments only as they are requested or if you have alerted the receiver. For example, if you are sending your resume to a contact, you may want to alert him/her first to anticipate it. This will help you to avoid the possibility that a SPAM filter keeps your message from getting through.

8. Confidential information, such as your Social Security, credit card and student ID numbers, should not be shared using e-mail.

SAMPLE E-MAILS

Writing for the first time to a CAFNR Connections mentor or another alumni/friend contact:
http://cafnr.missouri.edu/career-services/connections/sample-email.php

Writing to a professor for clarification regarding an assignment:

Subject: AGRIC 1115 Career Fair assignment

Dr. Smith,

I am in your AGRIC 1115 course and missed class last Wednesday due to a family emergency.

I am looking forward to attending the CAFNR Career Fair next week and have a question about the assignment you recently posted to Blackboard. Do we need to have our resume reviewed prior to attending the fair? I know the review is part of the career assignment; I am not sure when the resume review is due. I have asked a couple of my peers who are also in the course, but they are also unsure.

Thank you for answering my question. I will share the information with others.

Stephanie Chipman
Parks, Recreation and Tourism Major
Mizzou Meeting Planners Association

ADDITIONAL RESOURCES FOR POLISHING YOUR E-MAIL COMMUNICATIONS:

http://www.emailreplies.com/#rules
http://www.iwillfollow.com/email.htm
http://owl.english.purdue.edu/owl/resource/636/01/
http://www.learnthenet.com/english/html/65mailet.htm
http://michaelhyatt.com/2007/07/e-mail-etiquette-101.html

How to Form a Successful Study Group: Tips and Strategies.

Academic Resource Center, Tel: 684-5917

1. **Forming the group:**

   - An effective study group ideally has of **3-4 members** (no more than 5 max).

   - Your group should meet *at least* once a week and you should decide how long you want your sessions to be.

   - All members should make a serious **commitment** to show up and to do the required preparation prior to any group meeting. If you show up unprepared it *will* impact how effective that session is for the whole group, not to mention what *you* could get out of those sessions.

   - You should choose a group '**leader/facilitator**' (this could be one person or members could take turns). This person would be responsible for keeping the group on track and on task within each session so that no one gets frustrated with pace or with time being wasted on other things not relevant to mastering the course material. This person should also send out a reminder email on weekly time/location info, plus any session info that's relevant**.**

2. **Preparing for sessions:**

   - You need to decide as a group what you would like to **cover** in a session. This could be handled via email (initiated by the group facilitator) a few days before your next meeting or it could be discussed at the end of each meeting. If you are meeting weekly, you will probably be discussing and working on the preceding week's material and homework (where relevant) in your next session.

   - It's easy to want to focus on homework problems, in other words, *application* type sessions, but you'll be ignoring a key component involved in truly understanding your material – identifying and understanding the **concepts** underlying homework and/or exam questions. This is a great opportunity to tackle as a group! Here are some suggestions:

     - Divide the two or three lectures that you have per week among the group members. Each 'subgroup' then summarizes the key concepts covered in their chosen lecture and creates a one page summary for each group member.

     - You can choose to review these concepts at the start of each group session as a whole, or each 'subgroups' can teach/present the concepts covered in their lecture to the group for subsequent review and discussion.

   - You probably won't have time to cover all the assigned homework problems, so it would be helpful to decide as a group how many and which of the homework problems you want address. Each group member should then attempt to work through the problems on their own prior to your next group session (or at least have a familiarity with these problems).

3. Session structure:

- It is helpful to come up with some kind of **structure** to your sessions to help you keep on track as a group, and to make your time more effective in covering as much material as possible. Here are some suggestions:

    - Decide on how long your sessions are going to be, e.g., 2 hours each Tuesday night.

    - In the first ½ hour you could review and discuss the preceding week's concepts. This allows members a chance to voice any confusion, issues or problems they are having with the material, and allows you to share knowledge as a group (often the best way to truly know that you *know* something is when you get the opportunity to teach/explain it to someone else).

    - The rest of the time you could work on problems/questions. Before starting, decide in which order you want to address the problems or questions.

    - You can take turns 'presenting' the problems (some members may have been able to solve/answer the problem/questions and some members may have gotten stuck) and as a group you can address any issues which came up when members had worked on the material individually.

    - If you are in a course in which homework problems are not assigned, but you are trying to get some practice applying concepts addressed in class, turn to your textbook. The problems/questions presented in the back of your textbook chapters are a great resource! Read through them and decide as a group which ones you want to tackle in your next session.

    - You also can look for practice problems on the web (which you can run by your TA or professor for relevancy), ask your professor about practice problems/questions and even come up with your own problems to present to the group.

    - You should use the last 10 minutes to do a quick review/summary of the session and wrap up by identifying any tasks or responsibilities needing to be addressed prior to the next session.

Study tip: think about including the following things when answering questions:

- ✓ Verify that you know what all the terms in the question mean.
- ✓ Verify that you actually understand what the question is asking for.
- ✓ Write out in words what you did to solve the problem.
- ✓ Write down what concepts are being tested in the question.
- ✓ Try to manipulate the problem in some way that challenges your understanding of the concepts you listed (you'll come up with new approaches to the problem or even new questions).
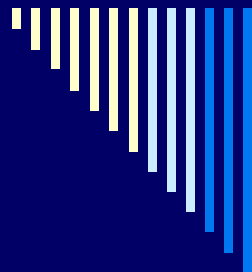
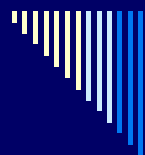# Apps for Students in Higher Education
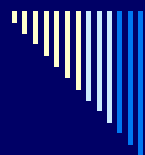
Educational Uses

- Educational apps
  - Note taking, reading, studying
- Recommended apps all have high ratings
- Android and iOS apps
  - Always check for accessibility
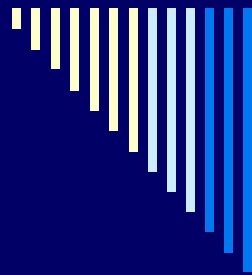
Apps from AT Developers

Remember Laptop Computers!

- ☐ Free screen reader
  - ■ NVDA
- ☐ Free reading tools
  - ■ Balabolka (Win)
  - ■ Natural Reader (Mac & Win)
- ☐ Low-cost reading tools
  - ■ Text Aloud (Win)—$30
  - ■ Ghostreader (Mac) —$40

Apps from AT Vendors

- ☐ TextHelp
  - ▪ iReadWrite
- ☐ Claro
  - ▪ Claro Speak
  - ▪ Claro PDF
- ☐ Kurzweil
  - ▪ FireFly

iReadWrite App for iPad

- ☐ From TextHelp (makers of R&W Gold)
- ☐ Reads RTF and TXT
- ☐ Text-to-speech with highlighting
- ☐ Control fonts, colors, and background
- ☐ Word prediction
- ☐ Phonetic spell checker; homophone and confusables checker, dictionary
- ☐ Importing and Sharing documents

Claro Read for iOS

- ☐ Claro Speak
  - TTS for text pasted or typed into the app interface
  - Visual highlighting, color and font settings
  - Word prediction for slight additional charge
- ☐ Claro PDF—Accessible Pro
  - For viewing or reading PDFs
  - TTS with synchronized highlighting, control background color
  - Annotate, mark up, or draw on PDF
  - Works with VoiceOver

Kurzweil App

- ☐ firefly K3000
  - Free mobile extension of K3000
  - Must have K3000 license to use
  - TTS with synchronized highlighting
  - Alt Media specialist can load files onto student's "bookshelf"
    - ☐ Must have Internet access to connect
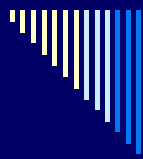
AFB AccessNote App

- For iOS: iPad, iPhone, Touch
- Notetaker app
- Works with QWERTY keyboard or refreshable braille keyboard
  - Shortcuts available for both keyboards
- TXT format—export and import
- Works with Dropbox
- Works with VoiceOver and Zoom
- Font enlarges to 22 point
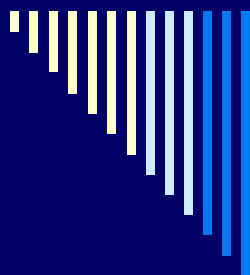
Mainstream Apps

Reading–iOS

- ☐ ezPDF Reader
  - ▪ PDF reader, annotate, TTS
- ☐ Voice Dream
  - ▪ PDF, ePub, Word, TXT, TTS
  - ▪ Dropbox & Google drive compatible
- ☐ vBookz
  - ▪ TTS book reader
  - ▪ ePub, doc
  - ▪ Dropbox & Google drive compatible
  - ▪ PDF Reader available for Mac

Reading–Android

- ☐ ezPDF Reader
  - ‑PDF reader, annotate, TTS

- ☐ FBReader
  - ‑ePub and PDF reader
  - ‑Has TTS plug-in

- ☐ Moon+ Reader Pro
  - ‑Supports TXT, HTML, EPUB,
  - ‑Control color, line spacing, font size, orientation, TTS

DAISY Players–iOS

☐ InDAISY
-Full-text/Full-audio DAISY player
-Supports DAISY 2.02 & 3 formats

☐ VOD (Voice of DAISY)
-Full-text/Full-audio DAISY 2.02 player

☐ Learning Ally & Bookshare
- Both have apps for iOS and Android

DAISY Players–Android

☐ Bookshare
  ■ Go Read
☐ Open Reader
  ■ DAISY 2.02 and ePub
☐ Darwin DAISY Reader
  ■ Control font, background color, voice speed, punctuation speech
  ■ DAISY 2.02 and DAISY 3.0
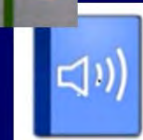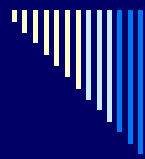
Writing–iOS

☐ SoundNote
- Synchronizes text with audio

☐ Evernote
- Cloud-based, access notes from different platforms

☐ Notability
- Audio & notes synchronized
- Handwriting, drawing, keyboard, Web clipping, annotate PDFs
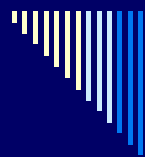
Writing–iOS with VoiceOver

☐ Write 2
- Notetaking and writing app, syncs with DropBox, customize fonts
- Accessible with VoiceOver

☐ Markdown
- Writing, syncs with iCloud, exports to HTML

Notetaking–iOS

- SoundNote
  - Synchronizes text with audio
- Evernote
  - Cloud-based, access notes from different platforms
- Notability
  - Audio & notes synchronized
  - Handwriting, drawing, keyboard, Web clipping, annotate PDFs

Notetaking–Android

- Extensive Notes–Notepad
  - Supports audio recordings, media attachments, and TTS
- Evernote
  - Cloud-based, allows access from different platforms
- Catch Notes
  - Capture text, audio, images, and synch with web

Notetaking—Kindle

- ☐ Notepad for Kindle Fire
  - ▪ Basic functions
  - ▪ Auto-save notes

Practice Testing

- ☐ Quizlet (Android and iOS)
  - ▪ Many sample tests
  - ▪ Create your own materials
  - ▪ TTS
- ☐ Evernote Peek (iPad)
  - ▪ Turn notes, audio, images, etc. into study materials
  - ▪ "lift cover" to reveal question and answer
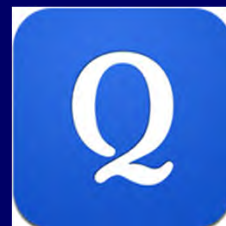
Flashcards–iOS

- AnkiMobile
  - Expensive, but desktop application is free
  - Supports variety of media form
- Flashcards+
  - Large card bank or make your own, TTS in 22 languages, works with VoiceOver
- Flashcardlet & Quizlet

Flashcards–Android

- AnkiDroid
  - Free
  - Compatible with Anki Desktop
  - Many free decks available
- Flashcards Deluxe
  - TTS, good organization, create or download cards
- AnyMemo (Free & Pro)
  - Supports many media formats (audio & image)
  - TTS support
  - Import & Export between Mnemosyne, Supermemo, CSV, QA txt, and more

Flashcards—Kindle

☐ Kindle Flash Card Creator
- http://kindle-convert.bixly.com/
- Convert from Quizlet.com to Kindle

☐ Can also purchase decks through Amazon

Idea Mapping–iOS

☐ iThoughts HD
- Mind Manager/Inspiration-style interface
- Import & export support for many desktop applications (e.g., MindManager, Freemind, MindGenius)

Idea Mapping–Android

☐ Thinking Space

- Mind Manager/Inspiration-style interface
- Import & export support for many desktop applications (e.g., MindManager, Freemind, xMind)

Whiteboard—iOS

☐ SyncSpace Shared Whiteboard

- Easy to use, full screen, draw, pan, zoom
- Lots of sharing options
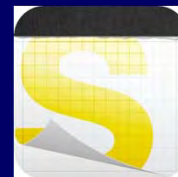
Whiteboard—Android

- □ SyncSpace Shared Whiteboard
 - Easy to use, full screen, draw, pan, zoom
  - Lots of sharing options
- □ Whiteboard Pro
  - Easy to use, full screen, draw, pan, zoom
  - Save and e-mail
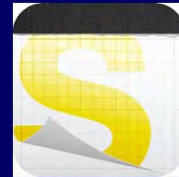
Whiteboard—Kindle

- □ SyncSpace Shared Whiteboard
  - Easy to use, full screen, draw, pan, zoom
  - Lots of sharing options
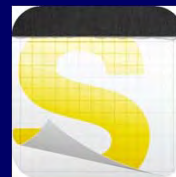
Organizers & Schedulers

- ☐ All sorts available
  - ■ Encourage students to find one they like
  - ■ Especially helpful for anyone with challenges in cognitive functions

- ☐ Available on iOS, Android, and Kindle

Highly Rated iOS

- ☐ iStudiez Pro
  - ■ Calendaring, tracks contact info for instructors, reminder alerts
- ☐ ClassManager
  - ■ Calendaring, sorts homework by due date, reminders
- ☐ Student Time Tracker
  - ■ Analyze study habits, tracks deadlines and progress, charts study time
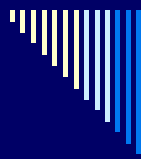
One More for iOS

☐ Pocket Schedule Free
- Works with VoiceOver
- Basic scheduler and alerts
- Reports indicate can be glitchy
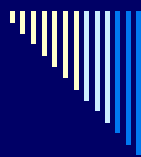
Highly Rated Android

☐ Grades: Student Organizer
- Intuitive; keeps contact information for teachers, counselors, etc.; works with Google calendar

☐ myHomework Student Planner
- ☐ Simple interface, free version but has ads

☐ School Timetable Deluxe
- Good interface, color coding, allows speech input
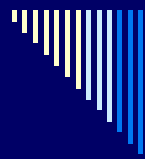
Other

- ☐ Khan Academy on iOS
  - ■ Plays videos on iPhone or iPad
  - ■ Many videos now captioned
    - ☐ Captions viewable on iPad, do not appear to work on iPhone
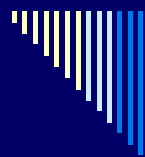
App Reviews

- ☐ Apple Vis
  - ■ BVI bloggers review apps
  - ■ http://www.applevis.com/

Campus Resource Assignment

An important part of your success in this course as well as other courses is your ability to seek help when you need it. Century has numerous campus resources that we should all be aware of. In this short project, you will first research different campus resources. Next, you will choose one campus resource that you think will be helpful to you for your success this semester. After that, you will create a brochure that describes this campus resource. Finally, you will give a copy of the brochure to each of your classmates and give a short presentation about what you learned.

- **You must complete your GPS research and choose your campus resource by <u>Tues, Feb 9</u>**
- **You must visit your campus resource by <u>Thurs, Feb 11.</u>**
- **Your brochure is due <u>Tues, Feb 16.</u> Your presentation will also be on <u>Tues, Feb 16,</u> so you need a copy of your brochure for everyone in class.**

Step 1. GPS LifePlan Research (this step is due by Tues, Feb 9)
Please note that step 1 should take you at least 45 minutes. If you finish in less time, that probably means you did not spend enough time perusing the campus resources.
1. Go to the GPS Life*Plan* website.
2. Click on "Career" on the top bar. On the right hand side, you will see the vertical gray bar that says "Campus Resources." Spend some time reading about the different resources available on campus for your career.
3. Click on "Education" on the top bar. Again, you will see campus resources listed along the right hand side of the page. Spend some time reading about each campus resource listed.

The Minnesota State Colleges and Universities system is an Equal
Opportunity employer and educator. www.mnscu.edu
Kiley Waite, Century College, Early Student Success Grant, Spring 2010

4. Repeat for "Finance," "Leadership," and "Personal."

Step 2. Choose a Resource (this step is due by Tues, Feb 9)
For this project, I would like you to choose one campus resource that you think will help you be a successful student this semester. Write the name of the resource here:

_____

Step 3. Personal Research (this step is due by Thurs, Feb 11)
For this step, I would like you to visit this campus resource in person. I recommend that you call and schedule an appointment ahead of time. You should also plan on interviewing someone at that campus resource, so prepare 3-5 questions ahead of time.

Step 4. Create a Brochure (this step is due by Tues, Feb 16)
Based on what you learned on the GPS website and through your personal research in visiting the campus resource, you will create a brochure. Be sure your brochure contains the following:
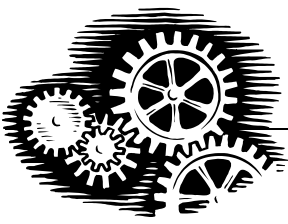- Name of resources
- Services it provides to students--be as detailed as possible!
- Where it's located
- Hours
- How this resource might benefit students in your class
- Your name and the date
- At least 1 image

In addition, I expect your brochure to be creative, polished, and professional-looking. I will be able to tell if you threw this together the night before it was due! Put your best effort into creating this brochure. Pay attention to font, colors, pictures, and formatting--I will be grading you not only on content, but also on aesthetics.

Step 5. Presentation
Make enough copies of your brochure so that you can hand one out to each student. You will briefly present your campus resource in a 2-minute presentation to the class. *Do not read your brochure in your presentation*; instead, give us an overview of the campus resource, the services it offers students, and how the resource might benefits students in this class.

Overview

In this class you are learning about different kinds of resources at the college and in your larger community. Resources help us to achieve our goals in many areas of our lives. By the end of this class you will have identified resources you feel will best help you to reach your goals.

The resources we learn about address the following major life activity areas:

- School
- Work
- Independent Living
- Personal and/or Social development

Directions

1. For this assignment you will write one goal for each area listed above. Your goals should be personal, reflect your values and larger life goals, and be specific.

2. You will then identify at least one resource to help you to achieve each of your goals.

3. For each resource please provide the following information:

   - Contact Information including:
     - Location
     - Hours of operation
     - Phone number and email
     - Contact person if available
   - A basic overview of what the resource provides
   - How this resources will help you to achieve your goal
   - When you plan on accessing it

4. Your final plan that you turn in can take any format you like. That being said, it should be typed and each of your goals and related resources should be easy to identify.

5. At the end of the semester you will be asked to share one goal and its related resource with the class.

Grading

This assignment is worth **200 points**. Grading will be based on your written plan as well as your participation in the sharing of access plans with the class at the end of the semester.

Due Date

This assignment is due:_____

Brainstorm...

Use this area to brainstorm ideas for goals you may have.

- **Possible School Goal:**

- **Possible Work Goal:**

- **Possible Independent Living Goal:**

- **Possible Personal and/or Social Development Goal:**