Training and Supporting Part-Time FYS Instructors

MARIA BUCHTA
CHRISTINE HARRINGTON

Slides available at www.scholarlyteaching.org

Who Teaches FYS?

TWO-YEAR COLLEGES

DO ADJUNCT FACULTY TEACH FYS?

Yes, 73
No, 27

FOUR-YEAR COLLEGES

DO ADJUNCT FACULTY TEACH FYS?

Yes, 45
No, 55
Part-Time Faculty at Community Colleges
Hurlburt and McGarrah (2016)

WHO TEACHES COMMUNITY COLLEGE STUDENTS?

Full-Time Faculty, 33
Part-Time Faculty, 67

Defining Part-Time Instructors

Full Time Employee, Teaching Part-Time
Part-Time Instructor Only
Key Findings from Large-Scale Study: Impact of Part-Time Instructors
Ran & Xu (2017)

Part-Time Instructors, especially those not employed by college in another capacity

<table>
<thead>
<tr>
<th>Less experienced</th>
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<tr>
<td>Lower student performance</td>
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<td>Lower student persistence</td>
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The GOOD News...
Brown & Kurzweil (2017), Hightower et al. (2011); Yoon et al. (2007)

Professional development improves student success outcomes!

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Goals of Professional Development for Part-Time Instructors

ENGAGEMENT
(BICKERSTAFF & CHAVARIN, 2018)

IMPROVING TEACHING AND LEARNING
(BROWN & KURZWEIL, 2017)

What are the Professional Development Needs of FYS Instructors?
One Size Doesn’t Fit All

- Institutional Expertise - Resources and Policies
- Content Expertise - Academic, Career
- Pedagogical Expertise - Active Learning

Assessing Part-Time Instructor Professional Development Needs

Assessments

- Student and Faculty Survey
- Student and Faculty Focus Groups
- Student Outcome Data
- Classroom Observations
- Individual Consultation
Power of Partnerships

- Teaching and Learning Center
- E-Learning Department
- Advising/Counseling
- Career Services
- Librarians and Faculty from Other Content Areas
- Learning Support Services

When?

- Before Semester
  - Expectations and Foundational Knowledge and Skills
- During Semester
  - Content and Pedagogy
- After Semester
  - Reflection
In-Person Trainings: Modeling Best Practices

Recording Trainings

Faculty Training Videos for Student Success in College: Doing What Works!

- The Value of Teaching Research
- Teaching Students about Research
- The Jigsaw Classroom
- Group and Presentation Skills
- Goal Setting and a Visual Imagery Activity
Webinar/Online Trainings

Monday Morning Mentor

NCC Faculty and Staff Online Institute

Screencasts
Online Discussions in Learning Management System

Learning Management System: Master Shell with Resources

- Instructor Resources and Support: Don't publish; these are for you!
- General Course Information
- Instructor Information about SSD 101 Master Course-L.docx
- How to Link MindTap to Canvas
- How to Link MindTap to Canvas-L.docx
- Master Syllabus
- SSD Fall 2018 Master Syllabus.docx
- Dates for Advising and Library Session
- SSD Library Instruction Fall 2018.docx
- Pecha Kucha Scholarship Contest Information
- Pecha Kucha Presentation for SSD-L.docx
- Instructor Resource Manual: Suggested Learning Activities
- Instructor Resource Manual.PDF
What professional developmental approach fits best for your instructors?

- In Person
- Recorded Trainings
- Webinar/Online Training
- Screencasts
- Online Discussions
- Online Document Repository/Learning Management System

Helpful Resources

- Standardized Syllabus/Assignments
- Sample Lesson Plans
- Pacing Guide
Standardized Syllabus/Assignments

Sample Lesson Plan

BEGINNING OF LESSON PLAN TEMPLATE

Component III — Goal Setting and Time Management

Course: FS 101
Title: Freshman Seminar

Bridge-in

In our prior sessions, we have reviewed your math syllabus, reviewed the different parts of your math textbook and software, talked about the components of your study skills, and strategies to deal with test anxiety. Let’s take a minute to think about your goals for your math course and how you will manage your time to achieve this goal.

Learning Objectives

Students will set short-term goals for their performance in their math course, specifically the number of rejections and/or tutoring sessions they will attend, grades on exams, and grade for the course.

Students will develop personal study schedules with math scheduled 6-7 days per week.

Pre-Assessment (5-7 minutes)

On notebook paper, students respond to quick in-class reflection questions:

- Write about the last personal or academic goal you set for yourself. Did you achieve it? Explain.
- Should goals be realistic?

Materials

- Math syllabus
- Notebook paper
- Goal Setting and Schedule Handout (paper or digital)
- Student Success in College by Christine Harrington, Third Edition, p. 51-65
- Student Success in College, Chapter 2 PowerPoint, slides 16-24
- Sample Schedule for MAT 064 Exam 1
- Math Relevancy Questions
- Summary — End of Lesson Questions
Pacing Guide

Norwalk Community College
FS 101 Pacing Guide

In addition to the department’s class final exams, all instructors must use the departmental take-home portions of the midterms and final exams.

While all instructors are encouraged to stick as closely as possible to this guide, some instructors (those who have taught the course three or more semesters) are required to give departmental class midterm exams and follow this sequence below. Some lectures and/or activities may need to be shifted to attend a Common Read Event, if a guest speaker cannot make a specific date or time, or if a computer lab classroom is needed.

This document is for the instructor, but a portion of it may be copied and pasted into a schedule for students – be sure to note the date, day, and room next to each class section. To allow for some flexibility, it is recommended that a schedule with 3-3.5 weeks at a time be handed out to students.

All freshmen seminar instructors must use highlighted lessons and activities. Darkened categories are directly from the chapter. Instructors may use their own activities to teach the information in the chapter or refer to the Shaded Success, Instructor Manual and chapter overview. For ways to actively engage the students with the material (available on the Cengage Instructor Companion Site). Of course, MindTap is also an excellent resource.

(Class #1)
Course Introduction
Optional Essay
Computer, Email, Blackboard, MindTap

Homework:
1. Reading in Mat - Chapter 1 - View Course Materials Video posted on Blackboard and complete Take Home Quiz
2. Read materials listed on syllabus
3. IMPORTANT: Bring your textbook and notebook to next class

Action Plan

1. What is the goal of professional development for part-time faculty?

2. Who should you partner with?

3. What actions can you take this semester?
Thank you and please remember to submit your evaluation on Guidebook!

https://guidebook.com/g/fye19/

Slides available at www.scholarlyteaching.org

#FYE19
CRN: 4253  FS 101 Section 2  Office Hours in W209f:
Tuesday  9:30am – 10:50am  Room: W206  Tuesday/Thursday:  9:00-9:25am
Thursday  9:30am – 10:50am  Room: W206  Monday/Wednesday:  11:30am-12:35pm

My name is Maria Buchta and I am excited to work with you this semester! FS 101 – Freshman Seminar an exciting course because it is mostly about YOU – the student. It is a first-year student success course addressing issues related to your transition to college. You will use a variety of self and career assessment instruments to explore career paths, practice goal setting, and develop plans for achieving your goals. In addition, you will review and practice academic success strategies; develop critical thinking abilities; evaluate your experiences as they relate to learning, self-development, and career exploration; and learn the fundamentals research. While in my class, you can expect to be challenged and engaged while being supported.

I want you to get in touch with me if you have any questions, problems, or just want to talk. I am here to help you be successful right from the start!

Email: mbuchta@norwalk.edu (for a response within 24 hours)   Phone: 203-857-7376

What book and other materials will you need (must be brought to every class)?

*Student Success in College: Doing What Works*, 3rd Edition - Christine Harrington
(with MindTap online program access code)
1 pocket folder
Memory stick (USB device)
2 red pens, 2 blue or black pens, 2 different colored highlighters, and multiple pencils
1 package of notecards (3 ½ by 5 or larger)
1 notebook of any style
1 binder (1-2 inches) with 6 tabbed dividers
NET ID and password
1 set of earphones or headphones (must be brought to every Tuesday class)
What is this course all about?

Learning Outcomes:

When you have successfully completed this course, you will be able to:
1. Use academic success strategies, particularly in the areas of note-taking, test-taking, previewing, and studying
2. Access the support services available at Norwalk Community College
3. Apply time management techniques to deal with the demands of school, work, and personal life
4. Engage in self-assessment. You will more fully understand your own learning styles, type of intelligence(s), degrees of emotional intelligence, interests, abilities, values, and personal definition of success.
5. Set short-term and long-term goals
6. Write a research paper using online sources and citing those sources
7. Work collaboratively
8. Give oral presentations
9. Use technological resources such as Blackboard and Choices360
10. Understand the global challenges and impact of diversity in the world today.

In addition, by the end of the semester you will have developed an academic plan and a career plan.

Course Requirements and Procedures:

FS 101 meets for approximately 15 weeks. You are expected to come to class prepared with all assigned work, notebooks, texts, pens, and pencils. Being late or absent will affect the participation part of your final grade and will also result in missing in-class assignments, activities and conferences. If you are later than 5 minutes after the scheduled beginning of class, an “L” will be entered in the grade book. Three of these equal an absence, so it is very important to be on time. **Also, homework is due at the beginning of class and MAY NOT be handed in after class has begun.** If an absence is absolutely necessary, you should check Blackboard, contact another class member and/or me to find out what was missed, but this should not be done during class time. Arrangements may be made for make-up work if you take this step. Remember, even if absent from class, you are still responsible for all work assigned and must show up to the following class with it completed.

Quizzes and tests will be used to monitor your progress throughout the course. Some quizzes will be announced; others will not. Announced quizzes and tests can only be made up if you have attended at least 75% of the class sessions prior to the date that the quiz or test was missed and have made arrangements with me IN ADVANCE of the missed class.

All cell phones, iPods, etc., are required to be switched to a silent mode and **PUT AWAY** for the duration of the class. If you are showing up late or have to answer a call on a cell phone during a class, it is a distraction to everyone else that has shown up and wants to learn. Furthermore, there is an electronic absence policy where if you are found using a cellphone, handheld device, or computer outside of teacher-directed class activities, you WILL BE MARKED ABSENT, and will not necessarily be notified—so turn the devices to silent mode and keep them put away. This may sound rigid, but it is the only way we can all stay on task, myself included!
What do I have to do and how will I be graded?

Learning on Your Own
- Read, View, and Take Notes on Assigned Readings

Learning Together
- Actively Participate in Class Discussions and Activities
- In Class Assignments

Showing What You Know
- Quizzes and Homework Assignments
- Exams
- Career Project and Presentation

Grading Scheme:
- A 93 and up
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F 59 and below
- N Never attended/ No Basis for Grade
- W Withdrew

Course Grade Calculation:
- Class Participation: 15%
- Quizzes: 15%
- Homework: 15%
- Career Project: 20%
- Final Exam: 25%
- Midterm Exam: 10%

The last day to withdraw from class without extenuating circumstances is Monday, April 22nd.
Where can you go for help?

**Tutoring Services Center:** You may receive additional assistance for this course and others from peer and professional tutors who are available in Room W110 on the West Campus. You are encouraged to sign up for these services ahead of time. However, you may also “drop in” for assistance.

**Student Support Services:** This program provides academic support services and tutoring for qualifying students. For additional information, contact Jackie Santiago at 203-857-7107.

**Student AccessAbility Services:** Students with disabilities who require special accommodation should see Dr. Fran Apfel, Student AccessAbility Services Coordinator in the UBS Success Center. Forms can be downloaded at [www.norwalk.edu](http://www.norwalk.edu). Click on “Disability Services” under the “Student Services” category.

If you have a question concerning any aspect of your classroom experience, you can contact someone who is familiar with the area in which you have a problem. Here is a list of those who may be of help to you.

**Your Classroom Instructor:** In all matters relating to classroom requirements, objectives and achievements, you should discuss problems with your instructor first.

**Your Academic Advisor / Counselor:** After discussing your problem with your instructor (or if you are unable to contact him/her), your program advisor or a counselor can help you. Make an appointment to discuss the problem as soon as you can. Counselors are available in The Counseling Center on the East Campus. In addition, Dr. Fran Apfel provides counseling services for students in Developmental Studies classes.

**Department Chair / Director:** Contact Dr. Forrest C. Helvie, West Campus, Room W209.

**Interim Dean of Academic Affairs:** Dr. Mike Butcaris, Room W106.

When issues cannot be resolved, a dean will review the problem with you and recommend a procedure for resolution consistent with college policies and due process.

**Other Important Information:**

Current grade status will be available to you periodically throughout the semester, and I will make every effort to alert you if your status is less than satisfactory. If you are having difficulty with assignments, please go to The Tutoring Services Center in W110. These services are available for your benefit at no additional cost. It is my expectation that when necessary, you will contact them and make an appointment to receive the help that is needed.
Component III – Goal Setting and Time Management

<table>
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<tr>
<th>Course: FS 101</th>
<th>Fall 2018</th>
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<tbody>
<tr>
<td>Title: Freshman Seminar</td>
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**Bridge-In**
“In our prior sessions, we have reviewed your math syllabus, reviewed the different parts of your math textbook and software, talked about growth mindset, and strategies to deal with test anxiety. Let’s take a minute to think about your goals for your math course and how you will manage your time to achieve this goal.”

**Learning Objectives**
Students will set short term goals for their performance in their math course, specifically the number of recitations and/or tutoring sessions they will attend, grades on exams, and grade for the course. Students will develop personal study schedules with math scheduled 5-7 days per week.

**Pre-Assessment (5-7 minutes)**
On notebook paper, students respond to quick in-class reflection questions:

Write about the last personal or academic goal you set for yourself. Did you achieve it? Explain.

Should goals be realistic?

**Materials**
- Math syllabus
- Notebook paper
- Goal Setting and Schedule Handout (paper or electronic)
- *Student Success in College*, Chapter 2 PowerPoint, slides #6-14.
- Sample Schedule for MAT 094 Exam 1
- Math Recitation Schedule
- Summary – End of Lesson Questions
### Participatory Learning (30 minutes)

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructor Activities</th>
<th>Learner Activities</th>
<th>Lesson Resource</th>
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| 15 minutes   | Read and discuss p. 51-55 using PowerPoint slides #6-14. Emphasize the author’s point that there is mixed research on whether challenging goals need to be realistic. Students should aim high. In addition, goals should be specific and measureable. For example, I will study and practice math for 15-20 minutes for 5-7 days a week. | Students create short term math goals using the Goal Setting and Schedule Handout. | • Math syllabus  
• Goal setting and Schedule Handout (paper or electronic)  
• *Student Success in College* by Christine Harrington |
| 15 minutes   | Instructor models how to create a weekly and monthly planner using the Fa18 SAMPLE Goal Setting and Schedule Handout and Sample Schedule for MAT 094 Exam 1 as references. | Students create a weekly and monthly planner using the Goal Setting and Schedule Handout. | • Sample Schedule for MAT 094 Exam 1  
• Fa18 SAMPLE Goal Setting and Schedule Handout  
• Math Recitation Schedule |

**Post-Assessment**

For homework, students will finalize their goals and planners. Printed or emailed copies will be submitted to the instructor by the following class. Later in the semester, students will complete a reflection about the experience of using their personal math planners.

**Summary (5-7 minutes)**

On the same response paper students used at the beginning of the lesson, answer the following question:

How do you feel about the goals and schedule you created today? What are the potential barrier(s) you may encounter? How will you deal with them? Any additional thoughts about the work we did with goal setting and time management for your math class?
In addition to the departmental in-class final exam, all instructors must use the departmental take home portions of the midterm and final exams.

While all instructors are encouraged to stick as closely as possible to this guide, only newer instructors (those who have taught the course three or less semesters) are required to give departmental in class midterm exam and follow this sequence below. Some lessons and/or activities may need to be shifted to attend a Common Read Event, if a guest speaker cannot make a specific date or time, or if a computer lab classroom is needed.

This document is for the instructor, but pieces of it can be copied and pasted into a schedule for the students – be sure to note the date, days, and rooms next to each class session. To allow for some flexibility, it is recommended that a schedule with 2-3 weeks at a time be handed out to students.

All Freshman Seminar instructors must use highlighted lessons and activities. Italicized subtopics are directly from the chapter. Instructors may use their own activities to teach the information in the chapter or refer the Student Success Instructor Manual and chapter PowerPoints for ways to actively engage the students with the material (available on the Cengage Instructor Companion Site). Of course, MindTap is also an excellent resource.

(Class #1)
Course Introduction
Syllabus Review
(Commnet, Email, Blackboard, MindTap)
Begin Getting Started, p. 3-7 (1-1 in eBook)

Homework:
1. Success in Math – Element I - View Course Materials Video posted on Blackboard and complete Take Home Quiz
2. Buy materials listed on syllabus.
3. IMPORTANT: Bring math syllabus and textbook to next class.

(Class #2)
Continue Getting Started, p. 1-17 (1-2, 1-3 and 1-4 in eBook)
Getting Started with MindTap video and CSFI
Continue Success in Math – Element I (Review Take Home Quiz)

Homework:
1. Introduction: Getting Started - Finish reading and review p. 4-17 in Student Success in College (SSC)
2. MindTap - Complete Reading Assignment for Introduction: Getting Started (Auto Graded Assignment)
Math Success Lesson – Component I (Growth Mindset) - must be in a computer lab
Preparation Math Success Lesson – Component II (Stress Management and Test Anxiety) for Chapter 7 - p. 217-221 in SSC and type the answers in complete sentences to all three Quick Quizzes on these pages. (7-4a-c in eBook)

Homework:
1. Finish Quick Quizzes from class, type up answers, and bring hard copy to class.
2. Research a 3-5 minute video of a breathing or muscle relaxing technique on YouTube. Be prepared to share it with a classmate on your phone or a computer.
3. MindTap – Watch Tips from the Author: Stress Management

Guest Speaker - TRIO Student Support Services Coordinators
Math Success Lesson – Component II (Stress Management and Test Anxiety)

Homework:
1. Math Success – Take Mock Test and complete Homework Assignment for Stress Management and Test Anxiety
2. MindTap – a.) Watch Tips from the Author: The Value of a College Education
       b.) Complete Aplia Assignment #1
3. Chapter 1, Read p. 20-25 in SSC (1-1 and 1-2 in eBook on MindTap)

Chapter 1
Review The Value of a College Education
Decision-Making p. 26 and 27 (1-3 in eBook)

Homework:
1. MindTap – a.) Watch Tips from the Author: Decision-Making b. Watch Tips from the Author: Information Literacy c. Complete Aplia Assignment #2 and #3
2. Chapter 1, Read p. 28-31 in SSC. (1-4a-c in eBook)

Continue Chapter 1
Information Literacy

Homework:
1. MindTap – a.) Watch Tips from the Author: Critical Thinking
2. Complete Aplia Assignment #4
3. Chapter 1, Read p. 39-44 (1-5a-c in eBook)
(Class #7)
Critical Thinking

Homework:
1. MindTap: Reading Assignment for Discovering the Value of Education and Sharpening Key Thinking Skills
2. Study p. 45 and 46 and MindTap flashcards for Chapter 1 Quiz

(Class #8)
Chapter 1 Quiz
Tutoring Services Center Visit

Homework:
1. MindTap – a.) Watch Tips from the Author: Setting Goals b.) Aplia #1 Assignment – Setting Goals
2. Chapter 2, Read p. 47-55 in SSC, Chapter 2 - ABCS of Goal Setting (2-2a-b in eBook)

(Class #9)
ABCs of Goal Setting
Math Success Lesson – Component III – (Goal Setting and Making a Math Study Plan)

Homework:
1. Math Success – Complete electronic version of Goal Setting and Schedule Handout and upload through assignment link in Blackboard.
2. MindTap – a.) Watch Tips from the Author: Memory b.) Aplia Assignment #1 and #2 - Building Academic Skills
3. Chapter 2, Read p. 75-82 in SSC, Chapter 3 - How Memory Works and Memory Strategies (3-2a and 3-2b in eBook)

(Class #10)
How Memory Works and Memory Strategies

Homework:
1. MindTap – a.) Watch Tips from the Author: Active Reading b.) Aplia Assignment #3- Building Academic Skills
2. Chapter 3, Read p. 82-86 in SSC, Active Reading Strategies (3-3a-c in the eBook)
(Class #11)
Active Reading Strategies

Homework:
1. MindTap - a.) Watch Tips from the Author: Note Taking b.) Aplia Assignment #5 and #6 - Building Academic Skills
2. Chapter 3, Read p. 86-94, Note Taking (3-4a + 3-4b in eBook)

(Class #12)
Note-Taking

Guest Speakers: Student Retention Specialists
Students take linear notes and then organize the presented information in different formats (in small groups)

Homework:
1. MindTap – a.) Watch Tips from the Author: Studying Approaches b.) Aplia Assignment #7 - Building Academic Skills
2. Chapter 3, Read p. 95-101 in SSC, Study Strategies (3-6a-d in eBook)

(Class #13)
Studying Strategies

Homework:
1. MindTap: Reading Assignment for Building Academic Skills
2. Study for Chapter 3 Quiz. Use Chapter Summary on p. 102-103 as a guide (3-7a-b in eBook)

(Class #14)
Chapter 3 Quiz
Review for Midterm – Begin Midterm Exam Study Packet (in groups)

Homework:
1. Take Home Portion of Midterm Exam
2. Finish Midterm Exam Study Packet

(Class #15)
In Class Midterm Exam
Take Home Portion Due

Homework:
1. Finish Take Home Portion of Midterm Exam
2. MindTap a.) Watch Tips from the Author: Soft Skills b. Watch Tips from the Author: Professionalism
c. Aplia #1 and #4 - Strengthening Soft Skills
3. Read p. 112-120 (4-4a-d in eBook)
(Class #16)

**Common Read – Lesson 1**

Review *Soft Skills and Professionalism*

Begin *Time and Project Management*

**Homework:**
1. MindTap: a. Tips from Author *Interpersonal Skills* b. Aplia 5 and #6 - *Strengthening Soft Skill*
2. Chapter 4, Read p. 120-131 (4-5a-d in eBook)
3. Common Read Assignment #1

(Class #17)

Finish *Time and Project Management*

*Interpersonal Skills*

Begin using *Choices360 Skills Inventories*

**Homework:**
1. Chapter 4, Read p. 131-133 (4-6 in eBook)
3. Chapter 4 Quiz – Take at home and must be completed on MindTap by the beginning of the next class.

(Class #18)

**Common Read – Lesson 2**

Continue Chapter 2 - *Career Exploration and Decision Making*

*Choices360*

**Homework:**
1. MindTap – a. Watch Tips from the Author: *Career Decision-Making* b. Aplia #1 and #2 - *Setting Goals and Choosing a Career Path*
2. Chapter 2, Read p. 55-62 (2-3a-b in eBook)
3. Common Read Assignment #2

(Class #19)

**Common Read – Lesson 3**

Finish Chapter 2 - *Self Assessment and Learning about Careers*

*Choices360*

**Homework:**
1. MindTap: a. Watch Tips from the Author: Career Decision Making b. Aplia #3 and #4 *Setting Goals and Choosing a Career Path*
2. Chapter 2, Read p. 62-70 (2-3c-d in eBook)
(Class #20)
Chapter 6 – Creating an Academic Plan

DegreeWorks
Your Educational Plan

**Homework:**
1. MindTap: a. Tips from Author *Creating an Academic Plan* b. Aplia #1 and #2 - *Mapping Your Path*
2. Chapter 6, Read p. 169-189 (6-2a-c and 6-3a-d in eBook)
3. Common Read Assignment #3

(Class #21)
**Common Read – Lesson 4**
Chapter 6 – Discovering the Power of Networking
**Guest Speaker:** NCC Career Center Director

**Homework:**
1. MindTap: a. Tips from Author *Financial Planning* b. Aplia #3 and #4 - *Mapping Your Path*
2. Chapter 6, Read p. 190-198 (6-4a-d in eBook)

(Class #22)
Chapter 6 - Financial Planning

**Guest Speaker:** NCC Financial Aid Director

1. MindTap: a. Tips from Author *Explore Experiential Learning* b. Aplia #5, #6, and #7 - *Mapping Your Path*
c. Reading Assignment for *Mapping Your Path to Success*
2. Study for Chapter 6 Quiz – Use Chapter Summary notes on p.199-200 (6-5a-b in eBook)
3. Common Read Assignment #4

(Class #23)
**Common Read Event**

**Homework:**
1. MindTap: a. Tips from Author *Purpose of Academic Tasks AND Academic Integrity* b. Aplia #1 and #2 - *Demonstrating Knowledge*
2. Chapter 5, Read p. 139-145 (5-2, 5-3a-b in eBook)
3. Common Read Event Assignment
(Class #24)
Chapter 6 Quiz
Assign Career Project
– Paper and Presentation
Choices 360

Homework:
1. MindTap: a. Tips from Author Papers and Presentations b. Aplia #3 and #4 - Demonstrating Knowledge
2. Chapter 5, Read p. 145-155 (5-4a-c in eBook)
3. Work on Career Paper and Presentation

(Class #25)
NCC Library Visit
Chapter 5 – Papers and Presentations

Homework:
1. MindTap: a. Tips from Author Test-Taking b. Aplia #5 and #6 - Demonstrating Knowledge
2. Chapter 5, Read p. 156-161 (5-5a-c in eBook)
3. Work on Career Paper and Presentation

(Class #26)
Chapter 5 – Papers and Presentations
Test-Taking Strategies

Homework:
1. Study for Quiz: Use Chapter Summary Notes on p.162-164 (3-7a-b in eBook)
2. MindTap – a. Aplia #7 and #8 - Demonstrating Knowledge b. Reading Assignment for Demonstrating Knowledge...
3. Work on Career Paper and Presentation

(Class #27)
Quiz Chapter 5
Begin Chapter 7 – Staying on Track and Celebrating Success
Being Resilient and Developing Grit- p.222-227 (7-5a-c in eBook)
Show Angela Duckworth’s YouTube video - Grit

Homework:
1. MindTap: a. Tips from Author Being Resilient and Developing Grit b. Aplia #2 and #3 - Staying on Track and Celebrating Success
2. Chapter 7, Read p. 227-231(7-5d and 7-6 in eBook)
3. Work on Career Paper and Presentation
(Class #28)
Chapter 7 – Being Resilient and Developing Grit
Support
Celebrating Success
Begin Career Presentations and Review for Final
Career Paper DUE

Homework:
1. MindTap: a. Tips from Author Celebrating Success b. Aplia - #4 and #5 Chapter 7 Staying on Track and Celebrating Success
2. Begin Final Exam Study Packet
3. Work on Take Home Portion of Final Exam

(Class #29)
Career Presentations and Review for Final
Homework:
Work on Take Home Portion of Final Exam
Complete Final Exam Study Packet

(Class #30)
In Class Final Exam
Take Home Portion of Final Exam Due
FS 101 Guest Speakers

We have a great deal of academic content to cover, but it is very important to expose the students to the many faces that make up our wonderful supportive services on campus (highlighted ones are required), and they generally only speak for 10-20 minutes (with the exception of Financial Aid which will be a longer presentation).

Search for these presenters on www.ncc.commnet.edu for more specifics and book your day and time sooner rather than later as schedules book up!

Here is a partial list (in no particular order):

Director of Student Activities
Program Counselor for TRIO Student Support Services
Director of Financial Aid
Tutoring Services Center Coordinator
Mental Health Counselor
REAL Program
Student Retention Specialists
Service Learning Coordinator (speaks about civic engagement)
Phi Theta Kappa, various students will come speak

Director of Career Services
General Studies and LAS advisors (speak about the differences between the two degrees)
Title V Coordinator – (discusses NCC educational plan checklist and Degreeworks)