Rock, Rigor, and Roll in Action:
Building Student Success into your First-Year Seminar Syllabus

Slides available at www.scholarlyteaching.org

Presented by past recipients of the National Resource Center for The First-Year Experience and McGraw-Hill Higher Education award for Excellence in Teaching First-Year Seminars Award presented to one exceptional teacher at the annual First-Year Experience Conference.

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Rock, Rigor, & Roll in Action

Building Student Success into Your First-Year Seminar Syllabus

Stephanie M. Foote, Ph.D. – Kennesaw State University
Christine Harrington, Ph.D. – NJ Council of County Colleges
David J. Sabol - IUPUI
Lee Anne Thompson, Ph.D. – Case Western Reserve University

Slides available at www.scholarlyteaching.org
Together: Creating an Inclusive Learning Environment

The following guidelines were created to maintain a classroom environment that is inclusive and welcoming for all students. These guidelines are in place to ensure that all students feel safe and supported in the learning environment.

- Be respectful of each other and the ideas being presented. Avoid using offensive language or making personal attacks.
- Be open-minded and willing to listen to different perspectives.
- Be aware of your body language and tone of voice. Communicate clearly and respectfully.
- Be prepared for class and make productive use of class time.
- Be attentive to your peers and participate in discussions.
- Be responsible for your own learning and take ownership of your education.

Helpful Resources: CAPS & AES

The University of Pennsylvania offers a variety of resources to support students in their academic and personal lives. These resources include counseling services, career development, and academic support services.

Campus Support Services

Student Health Services provides a wide range of services to support students' physical and mental health. These services include counseling, mental health assessment, and medication management.

Contact Information:
- Student Health Services: 215-898-6789
- Counseling and Psychological Services: 215-898-6730
- Student Health Center: 215-898-6717

First-Year Seminar Fall 2016

The First-Year Seminar is a course designed to introduce new students to the University of Pennsylvania. The seminar provides opportunities for students to engage in discussions and activities that promote critical thinking and problem-solving skills.

Schedule:
- Week 1: Introductions and Course Overview
- Week 2: Exploration of Course Materials
- Week 3: Personal Reflection and Goal Setting
- Week 4: Service Learning Project
- Week 5: Final Reflection and Evaluation
Middlesex County College
Christine’s Institution

• Community College in NJ
• Suburban campus
• Students: 12,064
• Average Age: 23.2

Paper and Presentation on Peer-Reviewed Research Article

Case Western Reserve University
Lee’s Institution

Private research university
Urban campus
97% live on campus
Undergraduate students: 5,121
Graduate and professional students: 6,219
Athletics: NCAA Division III
Team Project: Creating a Digital Book

• Teams will be formed by assembling students with diverse areas of expertise.

• Teams will use Scalar, an open-access publishing tool established by the University of Southern California (http://scalar.usc.edu/).

• Bring together diverse media and writing strategies to present your topic in a visually engaging and textually unconventional manner. The final product will be a layered, occasionally digressive, media rich, and insightful exploration of your topic; it should not be a linear research paper nor should it be an encyclopedic archive. We want you to create an argument and to think and work associatively with your evidence.

• At the end of the project, our four groups will have created one beautifully integrated, public-facing Scalar book, offering a comprehensive presentation of issues and ideas presented in the book, The Soloist, by Steve Lopez. http://scalar.usc.edu/works/the-soloist-project/index
KEY GOALS

• Identify academic and professional interests, goals, connections
• Develop a network for recommendations, future employment and/or graduate school admission
• Showcase academic and professional strengths, interests, achievements
• Over 35,000 students and 150 academic programs (undergraduate and graduate)
• Two campuses, both located just outside of the Atlanta metro
• In fall 2016, there were a total of 5,182 new first-year students and 2,786 new transfer students (USG, 2017) at KSU
Scaling HIPS Down: Creating High-Impact Learning Experiences Continued

Example: Global Village Group Project (KSU 1111)

One way to gain a valuable perspective on our world is to examine how people in different countries are affected by global issues and trends. The project described below provides an opportunity for class members to simulate being a “global village” that is in many ways representative of the over 7 billion people who currently inhabit the earth. This project originates in several efforts to describe the world as a global village of 100 people (e.g., the Miniature Earth Project: http://www.miniature-earth.com/). This idea suggests that it is very difficult to comprehend data about the world’s population as a whole, but if one created a global village of 100 people, the numbers would make more sense. For example, if the world were a global village of 100 people, about 20 of those people would live in China, 13 of them would live in Africa, and about 5 would live in the United States. About 13 would be malnourished and about 15 would live on $3.00 a day or less.

For this project, each student will work in a team of three to take on the role of one individual from a specific country, but will in turn represent millions of people who have a similar background. The project has been created to have a proportionate number of people from the various continents and countries of the world, with half of the class being female and half male, and ages and residence (urban and rural) also being representative.

Ultimately, each team will:
1. Complete discussion board postings that describe the impact of each global challenge on the individual (see the course schedule for due dates for these postings).
2. Complete an annotated bibliography on research related to the individual and country in which he or she resides.
3. Prepare and present a poster session based on information in the team’s discussion board postings and annotated bibliography (see the course schedule for date, time, and location of presentation).

Discussion Board Postings

To begin the project, each team will be assigned a role in the global village and will then use Internet resources to more fully describe the characteristics of the person they will be in the global village. The characteristics (to be submitted under the D2L forum titled, “Global Village Project Character Introduction”) include:
1. Name
2. Age

<table>
<thead>
<tr>
<th>Rubric for Global Village Discussion Board 1</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides clear and accurate information about each element in the introductory blog</td>
<td>Provides clear and accurate information for all 12 of the elements in the introductory blog.</td>
<td>Provides clear and accurate information for 9-11 elements in the introductory blog.</td>
<td>Provides clear and accurate information for 6-8 elements in the introductory blog.</td>
<td>Provides clear and accurate information for less than 6 elements in the introductory blog.</td>
</tr>
<tr>
<td>Cites sources of information in blog</td>
<td>Provides specific address for two or more web sites (or other source) of information presented in blog.</td>
<td>Provides specific address for one web site (or other source) of information presented in blog.</td>
<td>Provides general reference for source of information presented in blog.</td>
<td>Provides no reference for source of information presented in blog.</td>
</tr>
<tr>
<td>Appropriately identifies direct quotations</td>
<td>Places quotation marks around words used from another source and cites specific source.</td>
<td>Places quotation marks around words used from another source and generally cites source.</td>
<td>Generally indicates source of direct quotation.</td>
<td>Provides no source for direct quotation.</td>
</tr>
<tr>
<td>Presentation of information</td>
<td>Provides information in grammatically correct and well organized manner.</td>
<td>Provides information in grammatically correct or well organized manner.</td>
<td>Provides information in mostly grammatically correct or reasonably organized manner.</td>
<td>Provides information that is not grammatically correct or well organized.</td>
</tr>
</tbody>
</table>
The Power of Reflection

• Growing grit from the inside (Duckworth, 2016): Interest, Practice, Purpose, and Hope

• Fostering the development of metacognition through instructor-led modeling of metacognitive self-questioning and exam wrappers

(Girash, 2014)

Exam/Assignment Wrappers

Retrieved from
https://www.pbworks.com/teaching/design/teaching/examwrappers
Questions

Slides available at www.scholarlyteaching.org

Rock, Rigor, 
& Roll in Action

Building Student Success into 
Your First-Year Seminar Syllabus

Stephanie M. Foote sfoote@kennesaw.edu
Christine Harrington charrington@njccc.org
David J. Sabol dsabol@iupui.edu
Lee Anne Thompson lee.thompson@case.edu
Welcome to your new life as a university student, one filled with exciting adventures, unfamiliar territories, new people and ideas, and independence. College life is a different culture altogether. In this course, you'll discover many resources to help you navigate successfully through the complex system at IUPUI to keep on track to graduation.

As a first-semester student entering college for the first time, you likely have quite a few questions: Will I make friends in such a large place like IUPUI? What do I want to major in? How will I know if I'm on the right track with my studies? Why am I spending my valuable time, money, and energy coming to college? Where can I find _______ on campus? Am I even ready for the rigors of college-level work?

The first-semester seminar will help you answer these questions and more that will surely arise as you move through your first semester. This course is designed to be a safe place for you to explore your questions and test out different approaches to your academic and personal questions.

What Will This Course Do for Me?

You'll have many opportunities this semester to make life-long friends at IUPUI.
What Can I Expect to Be Doing in This Course?

The very best way for you to transition to the university is for you to actively participate in your own transition. This course will provide multiple opportunities for you to engage with your peers and challenge yourself to learn as much as you can about college life and various ways to succeed here at the university.

The instructional team has developed the following activities to help you learn more about yourself and your role in the university community:

- You’ll be expected to complete some short readings, explore the many campus resources available to you, collaborate with your peers, and take time to reflect on your transition to IUPUI. You’ll earn 20% of the course grade from these and other assorted assignments.
- You’ll earn 20% of the course grade by contributing to classroom activities and discussions.
- You’ll earn 20% of the course grade developing your Personal Development Plan on LinkedIn.
- You’ll earn 5% of the course grade meeting with your mentor during conferences over the semester.
- You’ll earn 10% of the course grade attending one cultural event on campus and one community service event.
- You’ll earn 20% of the course grade completing a self-portrait project that reflects all that you’ve learned in your first semester of college.
- And finally, you’ll earn 5% of the course grade by completing your advising assignments.

Grading Scale for the First-Year Seminar

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
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<tr>
<td>A</td>
<td>97-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-88</td>
</tr>
<tr>
<td>B</td>
<td>87-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-78</td>
</tr>
<tr>
<td>C</td>
<td>77-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-68</td>
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<tr>
<td>D</td>
<td>67-63</td>
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<tr>
<td>D-</td>
<td>62-60</td>
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<td>F</td>
<td>59↓</td>
</tr>
</tbody>
</table>

The best way to succeed in college is to show up for class prepared to engage yourself in the day’s activities and conversations!

Be sure to set aside plenty of study time for each of your courses. We recommend 2-3 study hours per credit hour each week.
Learning Goals and Outcomes

The UCOL-U110 course is designed to integrate you into the academic community to maximize your potential for success and persistence to degree completion. You will be introduced to the intellectual life of the university and its Principles of Undergraduate Learning through a process of active learning. The course is structured around the fundamental and powerful concepts of belonging, transitioning and planning that represent the conditions necessary for your success in college and beyond.

This course will facilitate your belonging to the IUPUI academic community. At the end of this course you will be able to:
- connect with peers and instructional team members;
- identify individuals who can provide a personal support network;
- and identify campus programs and resources related to academic, professional, and social development.

This course will support your first-semester transition to IUPUI. At the end of this course you will be able to:
- identify strategies to increase self-awareness and personal responsibility;
- explore and develop academic success skills such as information literacy and critical thinking;
- and recognize differences in the human experience and the ways those differences enrich the academic learning environment.

This course will develop your planning strategies. At the end of this course, you will be able to:
- practice academic and personal time management techniques;
- explore and plan for majors, minors, and careers;
- and identify areas of co-curricular involvement and engaged learning that enrich academic pursuits and goals.

Principles of Undergraduate Learning @ IUPUI

As an IUPUI undergraduate student, you will need to understand and demonstrate use of the PULs through your work in all your courses. These six principles are designed to guide you throughout your entire undergraduate program at IUPUI. We will introduce you to all the principles in this U110 course:

- Core Communication and Quantitative Skills
- Integration and Application of Knowledge
- Intellectual Depth, Breadth, and Adaptiveness
- Understanding Society and Culture
- Values and Ethics
- Critical Thinking
Together: Creating an Inclusive Learning Environment

The following guidelines were created collaboratively in class on 8/25 and will serve as our course guidelines. All members of our learning community will:

- Be respectful of each other and the ideas being presented, which means being open-minded, patient, understanding, honest, attentive, and quiet when others are talking. Civil discourse is an important value at IUPUI.
- Arrive to class on time and be well-prepared for each class session.
- Limiting distractions by putting phones on silence; phones can be out as long as they do not distract others or disrupt the learning process. Should you have an emergency, let the professor know ahead of class that you may be expecting a call/text.
- Eat/drink quietly, clean up after yourself, and don’t bring food with strong smells that can distract others.
- Leave the room quietly if needing to use the restroom and return quietly.
- Make sure any group work is divided equally so that all can share in learning opportunities.
- Encourage each other to succeed in the course using ethical standards—no cheating, plagiarizing, etc.
- Be responsible to communicate with each other should a member be absent and need to catch up; contact the professor before class should you need to be absent.
- Be aware that the learning environment will always be a safe place (not necessarily a comfortable place) for all ideas to coexist.
- Plan time wisely to accomplish the tasks necessary to succeed in this course and all others.
- Be encouraged to enjoy the learning experiences this course has to offer.

Helpful Resources: CAPS & AES

At times, life can become a bit overwhelming, especially when you’re in a transition. Should you find yourself feeling overwhelmed, stressed, anxious, or depressed, please ask for help! Any of us on the instructional team will be glad to talk with you and/or lead you to additional resources.

One important resource on campus that can help you control your stress is the Counseling and Psychological Services (CAPS) office located at Walker Plaza, Suite 220, 719 Indiana Avenue, Phone: (317) 274-2548 capsindy@iupui.edu.

Another important resource to know about on campus is the Adaptive Educational Services (AES) office, which helps students with disabilities receive appropriate accommodations from the university and their professors. Students need to register with the AES office in order to officially receive such services. The AES office is located in Taylor Hall (UC 137) Phone: (317) 274-3241 http://www.iupui.edu/~divrsity/aes.

Campus Support Services

IUPUI Student Health

Student Health Services specializes in all general medical needs, such as annual exams, birth control, acute illnesses, and injuries. There are two locations on campus: Campus Center, Suite 213, (317) 274-2274 and Coleman Hall, Room 100, (317) 274-8214. http://health.iupui.edu/

Student Advocate Office

If you have problems or concerns that you aren’t certain how to solve, the Student Advocate Office may be able to help. The student advocate will answer questions, direct you to the appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices. (317) 274-3699 http://studentaffairs.iupui.edu/student-rights/student-advocate/

Paw’s Pantry

Paw’s Pantry provides food assistance to all IUPUI students, faculty, and staff who experience food insecurity. jagsfood.iupui.edu
Respecting Differences at IUPUI

Having diversity in classrooms, research labs, clinical practice settings, and places of work are essential to the fundamental work of the university. If you are to learn, you must be encouraged to ask questions, seek knowledge from those with whom you disagree, and take part in open and honest debate. The ability to learn from and use diverse perspectives is instrumental to constructive problem solving and good citizenship, so it is essential that the campus have an environment that encourages interaction among individuals of diverse backgrounds. IUPUI students, faculty, and staff expect and deserve to work in a healthy, supportive atmosphere that respects differences.

Academic Integrity

This class is designed to help you better understand how to be successful at IUPUI, and the resources in place to assist you. Your thoughts, opinions, and personal experiences are integral to the learning process, and you are expected to submit work that is yours alone, unless otherwise explicitly stated. You will be held accountable to the guidelines stated in the University’s academic integrity policy. Any student who is believed to have engaged in any form of academic dishonesty (cheating, plagiarism, lying, fabrication, etc.) will be dealt with according to the IUPUI Student Code of Conduct at http://www.iupui.edu/code/.

Administrative Withdrawal

If you miss more than half our class meetings within the first four weeks of the semester, you may be administratively withdrawn from this course. Our class meets once per week; thus, if you miss two or more classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy during the semester, please contact any one of us on the instructional team.

Late Work

Please get your work completed and submitted on time. Should you run into difficulties, let your instructor know. Otherwise late assignments will incur a full-letter grade deduction for each day late.

Campus Support Services Continued...

Gender Neutral Restrooms


Multicultural Center

The IUPUI Multicultural Center supports students, faculty, and the community by promoting the value of diversity, broadening multicultural awareness and sensitivity, advancing cultural competence, and encouraging cross-cultural collaborative relationships. The center provides educational events and programming throughout the year and serves as an advocate and source of support for students. Taylor Hall 115 (317) 278-2815

Office for Veterans and Military Personnel (OVMP)

The OVMP provides comprehensive resources and services for veterans and VA benefits recipients. Campus Center theater level (317) 278-9163 http://veterans.iupui.edu

Office for Women

The Office for Women provides programs, resources, and education about gender equity and supports efforts to create equal opportunities and justice for women both locally and globally. (317) 278–3600 http://ofw.iupui.edu
Inclement Weather & Emergencies

IUPUI rarely closes due to inclement weather or unexpected emergencies. Should the university cancel classes due to a weather emergency or some other crisis, the information will be broadcast widely on Canvas, One.IU, local radio and television stations, as well as IUPUI’s automatic calling-emailing-texting service. As long as the university is open and classes are in session, we will try our best to meet.

Should there be an occasion when class needs to be cancelled, the instructor will send a high-priority email through Canvas at least two hours prior to the start of class, so please check Canvas regularly. Otherwise, plan accordingly (leave early to arrive on time) to meet for class at its regularly scheduled time.

FERPA

The Federal Educational Rights and Privacy Act (FERPA) is a U.S. federal law that protects the privacy of student records in higher education institutions. College student records are considered private, confidential information. As your instructor and advisor, I am required by law not to divulge any student information to a third party outside the university system, which includes students’ parents, family members, and/or friends. Therefore, I will not communicate with students’ parents, family members, and/or friends regarding students’ grades or progress in any course, even if such correspondence is formally agreed upon by the student. For more information on FERPA, visit the website: http://registrar.iupui.edu/confiden.html.

Campus Non-Smoking Policy

Indiana State Law makes smoking in IU facilities or within eight feet of an entrance an illegal and citable offense. The IU Police Department will maintain IUPUI as a smoke-free environment and will issue citations (minimum of $150) for violations within eight feet of any building entrance. Additionally, violations will be referred to the appropriate university administrative office for review and appropriate administrative action. We ask that you please support this policy by refraining from smoking while on campus.

IU FLAGS

This semester, the instructor will be using IU’s FLAGS System to provide real-time feedback on your performance in this course. Periodically throughout the semester, he will be entering data on factors such as your class attendance, participation, and success with coursework, among other things. This information will provide feedback on how you are faring in the course and offer you suggestions on how you might be able to improve your performance. You will be able to access this information in your student center: One.IU > Student Services page > Student Center > My Academics and Grades > My Grades.

Course Writing Guidelines

Unless otherwise specified, please word process all your work, using 1” margins, double spacing, Calibri, 11-point font, with name-date-assignment title in the upper right-hand corner on the first page. Should there be a need for source documentation, use MLA. Don’t forget, you can use the University Writing Center for additional support!

Freshman Drop Policy

University College first-year students (30 credit hours or below) may not drop more than one course per semester. This policy will be enforced through advisor sign-off on drop requests. This policy does not include course adjustments made during the first week of class nor does it apply to classes in which a student has been administratively withdrawn.
The schedule below is subject to change depending on how our in-class discussions proceed during the semester.

**Fundamental & Powerful Concepts**
- **Belonging**
- **Transitioning**
- **Planning**

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN CLASS</th>
<th>DUE TODAY</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| **Week 1** | **Tuesday**  
August 23 | Let's get to know each other  
Building a collaborative learning environment: mutual intentions | Personal Development Plan (PDP): Self-assessment inventory and reflection | Welcome to IUPUI!                           |
| **Week 1** | **Thursday**  
August 25 | Handout and review course syllabus  
Exploring electronic connections  
Let's get ourselves organized: calendars and course syllabi | Cultural artifact  
Reading my courses: my first impression of each of my courses—expectations/work load/instructor/peers/overall environment |                                            |
| **Week 2** | **Tuesday**  
August 30 | Cultural artifact activity  
Lean on me: establishing supportive networks—LinkedIn  
Small-groups: scavenger hunt for campus resources | Cultural artifact  
Reading my courses: my first impression of each of my courses—expectations/work load/instructor/peers/overall environment  
Read: Grit Preface and Chs. 1 & 2 |                                            |
| **Week 2** | **Thursday**  
September 1 | How resilient am I?  
My inner conversation  
Letter to myself | Letter to myself  
Values/Interests/Skills inventory | 9/6 — *Platanos, Collard Greens, y Callaloo* performance  
Campus Theater 6:00 p.m. REQUIRED |
| **Week 3** | **Tuesday**  
September 6 | Discovering my independence, my values, interests, and skills | Platanos discussion |                                            |
| **Week 3** | **Thursday**  
September 8 | Do I really need to study?  
*Platanos* discussion | Read: Grit Ch. 5 |                                            |
| **Week 4** | **Tuesday**  
September 13 | PDP—Aiming for the stars: goal setting; I want to be a _____ when I grow up: academic planning for majors/careers/scheduling | Platanos reflection |                                            |
| **Week 4** | **Thursday**  
September 15 | How do I maintain healthy habits?  
Making wise choices to support your learning | Platanos reflection |                                            |
| **Week 5** | **Tuesday**  
September 20 | Seek the source: student-professor relationships | Small-groups: scavenger hunt for campus resources |                                            |
The schedule below is subject to change depending on how our in-class discussions proceed during the semester.

### Fundamental & Powerful Concepts

**Belonging**  
**Transitioning**  
**Planning**

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN CLASS</th>
<th>DUE TODAY</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Thursday</strong> September 22</td>
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<tr>
<td></td>
<td>School isn’t mandatory anymore: college culture, research culture, and the PULs</td>
<td>Read: <em>Grit</em> Ch. 7</td>
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<tr>
<td></td>
<td>Personal navigation: Mid-course reality check</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Tuesday</strong> September 27</td>
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<td></td>
<td>Show me the $$$!</td>
<td>Read: <em>Grit</em> Ch. 8</td>
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<td></td>
<td><em>Self-Portrait</em>: final show &amp; tell assignment explained</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Thursday</strong> September 29</td>
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<tr>
<td></td>
<td>From <em>my</em> culture to <em>mutliculturalism</em></td>
<td>Personal Development Plan (PDP): Personal Navigation Mid-course reality checklist</td>
<td>9/30—Community Service Day REQUIRED</td>
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<td></td>
<td>Read: <em>Grit</em> Ch. 9</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Tuesday</strong> October 4</td>
<td></td>
<td>Major/Career Information Day October 4, 12-2 p.m CE450</td>
</tr>
<tr>
<td></td>
<td>Preparing to Register for Spring 2017 courses</td>
<td>Read: <em>Grit</em> Chs. 10 &amp; 11</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Thursday</strong> October 6</td>
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<tr>
<td></td>
<td>RISE to the IUPUI challenge</td>
<td>Read: <em>Grit</em> Chs. 12 &amp; 13</td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Tuesday</strong> October 11</td>
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<tr>
<td></td>
<td>PDP: <em>LinkedIn Showcase</em></td>
<td>PDP LinkedIn: Majors and Careers</td>
<td>10/11 = State of Indiana deadline to register to vote on November 8</td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Thursday</strong> October 13</td>
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<tr>
<td></td>
<td>I sure could use some balance in my life right about now</td>
<td>Shopping cart assignment</td>
<td>Midterm</td>
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<tr>
<td></td>
<td>Return letters to students</td>
<td>Make-up assignments due today</td>
<td></td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>Tuesday</strong> October 18</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Fall break—no class today</td>
<td></td>
<td>Alternative break opportunities</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>Thursday</strong> October 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall break—no class today</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>Tuesday</strong> October 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Self-Portrait</em>: final show &amp; tell assignments</td>
<td><em>Self-Portrait</em>: final show &amp; tell assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Development Plan (PDP): Making personal navigational corrections for the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>Thursday</strong> October 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2017 Registration</td>
<td>Personal Development Plan (PDP): Making personal navigational corrections for the future</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to Student Success!

SSD 101-11

Tuesdays and Thursdays 9:30 a.m. – 11:00 a.m., MH 104

Dr. Christine Harrington
charrington@middlesexcc.edu

Office Location: Raritan Hall Room 111
732-548-6000 X3838 (e-mail is MUCH better!)

Please come and visit me!

Drop in Office Hours: By Appointment Office Hours:
Tuesdays 1:00-3:00 a.m. Tuesdays 8:30- 9:30 a.m.
Thursdays 1:00 – 2:00 p.m. Thursdays 3:30 – 4:30 p.m.

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Course Outline 7-8
Grading Rubrics 9-12
Reading Assignments 12-14
MindTap Assignments 15-16
Welcome! I am very excited to have the opportunity to work with you at the start of your college journey. Believing in your ability to perform well, the course requirements will be academically and personally challenging yet accomplishable. You will grow as a learner this semester, gaining knowledge, skills, and confidence. I have no doubt that you will be successful as long as you are willing to put forth the effort and seek out support as needed. In order to learn, you’ll need to be actively involved and engaged with the course content so you can expect this semester to be filled with lively discussions, activities, and challenging assignments. Remember, I am here to support you—reach out to me!

What is this course all about?

Learning Outcomes-

Here’s what you will be able to do after successfully completing this course:

1. Discuss and apply study skills and student success research to daily practices as a college student.
2. Identify and critically evaluate information related to success in college.
3. Develop personally meaningful oral, visual, and written summaries of student success concepts.
4. Identify and engage in productive and ethical student behaviors.
5. Demonstrate effective interpersonal skills in groups and connections outside of the classroom.

Course Content Areas:

Getting to Know Middlesex County College:
Campus Website, College Catalog, Resources (Professors, Tutors, Counselors, Academic Advisors, Library, Student Activities), College Policies, Curriculum and Degree Structure, Getting Involved

Personal Student Success Factors:

Academic Student Success Factors:
Academic Integrity, Study Strategies, Memory Skills, Note-Taking Strategies, Identifying and Evaluating Information, Writing Papers, Test Taking Behaviors and Strategies, Presentation Skills
Learning Resources


Mindtap, an online learning program that accompanies the book, is required. For your convenience, it is packaged with the book at the bookstore. Click HERE to get started!

Important Policy Information

If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on the assignment, failing course grade and/or an official code of conduct charge being filed.

Late Work/Missed Exam Policy: All Students are Expected to Complete Learning Tasks on Schedule

It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, you will need to complete all assignments and exams according to the schedule. If you have a personal situation that prevents you from doing so, you will need to discuss this with me prior to the due date. Assignments can be submitted via Mindtap or Campus Cruiser My Assignments PRIOR to a class if you will be absent. Extensions are only given in rare situations and at my discretion. If provided, a missed exam may be administered orally.
Your Learning Experience:

Assignments:

Chapter Assignments (30%):

To accomplish all of our learning goals, you will need to be engaged in significant learning outside of the classroom. The textbook and related online resources in Mindtap are an important resource. Chapter assignments will give you an opportunity to practice essential skills such as reading actively, thinking critically, using practice retrieval, and applying skills learned.

For every chapter, you will

- Complete a reading assignment (see appendix for list of reading assignment questions)
  - The purpose of this activity is to familiarize you with chapter content, build active reading skills, and provide you with background knowledge needed for class activities. Bring your responses to class.
- Complete several application assignments in Mindtap
  - The purpose of these activities are to assist you with developing a deeper understanding of course content, making personally meaningful connections, and further developing critical thinking skills.
- Take an online quiz in Mindtap
  - The purpose of the online quizzes is to assist you with learning the chapter content. Testing yourself is one of the best ways to learn (this is called the testing effect!). You will be able to take the quiz up to three times and your highest score will count.

Homework and In Class Assignments (10%)

Class participation in discussions and activities is expected during class. Participation is particularly important in a student success class and involves much more than being present (check out Chapter 2 for tips on being an active participant). Throughout the semester, you will be graded on a variety of in-class assignments. To fully participate in many of these in-class assignments, you will need to complete related tasks prior to class.
**Written Assignments (20%)**:  

Throughout the semester, you will be asked to complete several writing assignments. The purpose of these assignments is to enhance your writing and thinking skills while also learning course content.

1. **Reflection Assignment 1: Academic Journey (2-3 pages).** Reflect back on your academic experiences prior to college and your experience in college thus far. Describe your journey as a student. Address both in and out of the classroom experiences.
   - Part 1: In K-12, what went well? What challenges did you encounter? How did you cope with these challenges?
   - Part 2: How is college going so far? Is it what you expected? What is going well? What challenges are you encountering? What is your academic goal?

2. **Reflection Assignment 2: Progress Report and Action Plan (2-3 pages each).** Reflect back on your academic goal for this semester; discuss progress and action steps needed.
   - Are you on track with your goal? What evidence exists to support your view?
   - What specific actions will you take this week and throughout the rest of the semester to ensure that you will meet your goal with success?
   - Evaluate how well you studied for the mid-term exam. How much time did you spend studying? What strategies did you use? What would you do differently to prepare for the final exam?

3. **Exploring the Research Worksheet 1: McClain (1983) article (1-2 pages).** For this assignment, read the original research article in Chapter 4 and summarize the article using the Exploring the Research Worksheet (see page 264).

4. **Exploring the Research Worksheet 2: Presentation article (1-2 pages).** For this assignment, read the article your group will be using for the presentation and summarize it using the Exploring the Research Worksheet (see page 264). Note that this must be completed independently.

**Research Article Presentation 10% (see presentation flowchart in Appendix)**

You will work with several of your classmates to develop a presentation on a student success research study. The purpose of this assignment is to help you build skills such as collaboration, communication, critical thinking, and information literacy skills that will serve you well in college and in your career. *Note that you will be randomly assigned a part of the presentation to present on the day of the presentation. All group members need to know all of the content—view this as an independent project with a support team.*

**Exams 30%**

As you are discovering, testing is a powerful way to learn. You will be taking a midterm (10%) and a cumulative final exam (20%) that will consist of a combination of multiple choice and short answer questions (these will be from your reading assignments).
Grading Information

Percentage of Grade

- Exams, 30%
- Chapter Assignments, 30%
- Written Assignments, 20%
- Homework and In Class Assignments, 10%
- Presentation, 10%

EXTRA CREDIT AND SCHOLARSHIP OPPORTUNITY:

Find a research study in a peer reviewed journal and develop a visual summary of the study on a poster. Earn up to 5% Extra Credit and $2000 Tuition Scholarship is available ($1000 1st place; $700 2nd place; $300 3rd place). See Campus Cruiser for details.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>What is Due?</th>
<th>Topic of the Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8/15</td>
<td>Course Introduction</td>
<td>Question of the Day: What do your professors expect of you?</td>
</tr>
<tr>
<td>9/10/15</td>
<td>Chapter 1 Reading Assignment</td>
<td>Chapter 1: College Expectations: Being a Critical Thinker Question of the Day: Why is that you can spend hours reading and yet not learn much if anything at all?</td>
</tr>
<tr>
<td>9/15/15</td>
<td>Reflection Assignment: Academic Journey</td>
<td>Chapter 1 continued Question of the Day: What's wrong with Google?</td>
</tr>
<tr>
<td>9/17/15</td>
<td>Chapter 1 Mindtap Assignments due</td>
<td>Chapter 2: Skills You Need: Memory, Note-Taking, and Studying Techniques Question of the Day: Why are some things easier to learn than others?</td>
</tr>
<tr>
<td>9/22/15</td>
<td>Chapter 2 Reading Assignment</td>
<td>Chapter 2 continued Question of the Day: How can you turn Blah Blah Blah into Amazing Notes?</td>
</tr>
<tr>
<td>9/24/15</td>
<td>Reflection Assignment: Academic Journey</td>
<td>Chapter 2 continued Question of the Day: What’s the secret to studying?</td>
</tr>
<tr>
<td>9/29/15</td>
<td>Homework and In Class Activity: Curriculum Plan</td>
<td>Meet in Billy Johnson Hall Room 100 for Advising Session Question of the Day: What classes do I need to take and why?</td>
</tr>
<tr>
<td>10/1/15</td>
<td>Chapter 2 Mindtap Assignments due</td>
<td>Chapter 3: Setting Goals and Making the Most of Your Time Question of the Day: How could it be that mom was wrong when she told me to do my best?</td>
</tr>
<tr>
<td>10/6/15</td>
<td>Chapter 3 Reading Assignment</td>
<td>Chapter 3 continued Question of the Day: I've got so many assignments to do - what should I do first?</td>
</tr>
<tr>
<td>10/8/15</td>
<td>Chapter 3 Mindtap Assignments</td>
<td>Chapter 4: It's Show Time: Tests, Papers, and Presentations Question of the Day: Why is failing so wonderful?</td>
</tr>
<tr>
<td>10/13/15</td>
<td>Exploring the Research in Summary Worksheet (McClain, 1983) Chapter 4 Reading Assignment</td>
<td>Chapter 4 continued Question of the Day: Why is once not enough?</td>
</tr>
<tr>
<td>10/15/15</td>
<td>Chapter 4 Mindtap Assignments</td>
<td>Question of the Day: What makes Power Point pointless?</td>
</tr>
<tr>
<td>10/20/15</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>10/22/15</td>
<td>Chapter 5 Reading Assignment</td>
<td>Chapter 5: Motivation, Resilience, Stress Management: Strategies for When College and Life Get Challenging Question of the Day: How can lemonade help us in college and life?</td>
</tr>
<tr>
<td>10/27/15</td>
<td>Reflection Assignment 2: Mid-Semester Reflection</td>
<td>Chapter 5 continued Question of the Day: Do I need new friends?</td>
</tr>
<tr>
<td>10/29/15</td>
<td>Library Databases</td>
<td>Question of the Day: How can I find what I need for the presentation?</td>
</tr>
<tr>
<td>11/3/15</td>
<td>Chapter 5 Mindtap Assignments In Class Activity: Possible Articles</td>
<td>Group Work</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignment</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>11/10/15</td>
<td>Exploring the Research in Summary Worksheet (Presentation Article) due</td>
<td>Group Work</td>
</tr>
<tr>
<td>11/12/15</td>
<td>Bring Power Point Slides- Everyone does their own version</td>
<td>Chapter 6 continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question of the Day: How much does a zero on an assignment matter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Work</td>
</tr>
<tr>
<td>11/17/15</td>
<td>Chapter 6 Mindtap Assignments due In Class Activity: CRAAP test</td>
<td>Meet in Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question of the Day: How can you tell CRAAP from good information?</td>
</tr>
<tr>
<td>11/19/15</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>11/24/15</td>
<td>Homework and In Class Activity: Finding Research Studies</td>
<td>EXTRA CREDIT OPPORTUNITY DAY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question of the Day: How can I boost my grade and maybe win a $1000 scholarship?</td>
</tr>
<tr>
<td>11/26/15</td>
<td></td>
<td>NO CLASS- HAPPY THANKSGIVING!</td>
</tr>
<tr>
<td>12/1/15</td>
<td>Chapter 7 Reading Assignment</td>
<td>Chapter 7: Making Good Academic, Career, and Financial Decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question of the Day: How does online learning work?</td>
</tr>
<tr>
<td>12/3/15</td>
<td>Homework and In Class Activity: Careers and Informational Interview</td>
<td>Chapter 7 continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question of the Day: What do you want to be when you grow up?</td>
</tr>
<tr>
<td>12/8/15</td>
<td></td>
<td>Chapter 7 continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question of the Day: Is it a good idea to get a credit card?</td>
</tr>
<tr>
<td>12/10/15</td>
<td>Chapter 7 Mindtap Assignments due</td>
<td>Final Exam Review</td>
</tr>
<tr>
<td>12/15/15</td>
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</table>
# Appendix: Grading Rubrics

## Chapter Assignments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“A” Work (90-100%)</strong></td>
<td>Well written, comprehensive responses to questions - grammatically correct, good organization, free of spelling errors</td>
</tr>
<tr>
<td></td>
<td>• Used textbook terminology accurately and often</td>
</tr>
<tr>
<td></td>
<td>• Main ideas clearly stated with several supporting details included</td>
</tr>
<tr>
<td><strong>“B” Work (80-89%)</strong></td>
<td>Well written - grammatically correct, good organization, no more than a few spelling or grammar errors</td>
</tr>
<tr>
<td></td>
<td>• Addressed all areas above with general responses; some details provided</td>
</tr>
<tr>
<td></td>
<td>• Some references to textbook terminology</td>
</tr>
<tr>
<td><strong>“C” Work (70-79%)</strong></td>
<td>Generally well organized, some spelling and grammar errors</td>
</tr>
<tr>
<td></td>
<td>• Some main ideas included but not many details were provided</td>
</tr>
<tr>
<td></td>
<td>• Very few references to textbook terminology</td>
</tr>
<tr>
<td><strong>“D” or “F” Work (0-69%)</strong></td>
<td>Writing not well organized, many spelling and grammar errors</td>
</tr>
<tr>
<td></td>
<td>• Did not highlight main points;</td>
</tr>
<tr>
<td></td>
<td>• Minimal or no details provided</td>
</tr>
<tr>
<td></td>
<td>• Did not incorporate textbook terminology</td>
</tr>
</tbody>
</table>

## Reflection Paper Rubrics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“A” Work (90-100%)</strong></td>
<td>Well written 2-3 page paper - grammatically correct, good organization, free of spelling errors.</td>
</tr>
<tr>
<td></td>
<td>• Completely answered all questions (including the Exam Reflection Questions where applicable)</td>
</tr>
<tr>
<td><strong>“B” Work (80-89%)</strong></td>
<td>Well written 2-3 page paper - grammatically correct and good organization, no more than a few spelling or grammar errors</td>
</tr>
<tr>
<td></td>
<td>• Answered all questions with general responses; not a lot of details provided</td>
</tr>
<tr>
<td><strong>“C” Work (70-79%)</strong></td>
<td>Generally well organized, some spelling and grammar errors</td>
</tr>
<tr>
<td></td>
<td>• Answered most questions with general responses; not a lot of details provided</td>
</tr>
<tr>
<td><strong>“D” or “F” Work (0-69%)</strong></td>
<td>Writing not well organized, many spelling and grammar errors</td>
</tr>
<tr>
<td></td>
<td>• Did not answer most questions; minimal or no details provided</td>
</tr>
</tbody>
</table>
Exploring the Research in Summary Worksheets Rubrics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **"A" Work** (90-100%): | Well written - grammatically correct, good organization, free of spelling errors, cited source appropriately. Completely answered all questions:  
- Introduction - Clear explanation of purpose of study and what question researchers were seeking an answer to  
- Method - overview of how study was conducted; description of participants and what participants had to do  
- Results - answer to research question; clear explanation of the key findings  
- Discussion - description of value of study and how students can use this information to their advantage |
| **“B” Work** (80-89%): | Well written - grammatically correct, good organization, no more than a few spelling or grammar errors. Addressed all areas above with general responses; not a lot of details provided |
| **“C” Work** (70-79%): | Generally well organized, some spelling and grammar errors. Answered most questions with general responses; not a lot of details provided |
| **“D” or “F” Work** (0-69%): | Writing not well organized, many spelling and grammar errors. Did not answer most questions; Missed key research findings; Minimal or no details provided |
Presentation Flow Chart

1. Find research articles - Share with group
2. Select article (with my approval)
3. Independently write a summary - Exploring the Research in Summary Worksheet
4. Discuss to be sure everyone understands the article
5. Independently create Power Point slides
6. Share slides and create slides for presentation
7. Discuss how to best present the article and practice!

Be sure to create visually effective and informative slides that highlight how the study was conducted and the main findings (see Mayer’s multi-media principles on page 132). You should include the following:

- why the topic is important
- purpose of the study
- how the study was conducted (who participated and what did they have to do)
- the main findings or results of the study
- application of these findings (why college students should care)

Use strategies to highlight important points during the presentation (see tips on page 129)
## Presentation Rubric

| "A" Work  
(90-100%): | • Article chosen is connected to student success and has research findings that will be useful to classmates  
• Well organized Power Point presentation- grammatically correct, free of spelling errors, cited source appropriately  
• Good eye contact and audience engagement  
• Emphasized key points by talking more loudly, pointing to a visual aid, etc.  
• Visually appealing slides- minimal use of words, effective use of Smart Art or other visual tools such as images or charts organize information; Grammatically correct, good organization, free of spelling errors, cited source appropriately  
• Completely addressed all of the following:  
  ✓ Introduction- Clear explanation of purpose of study and what question researchers were seeking an answer to  
  ✓ Method- overview of how study was conducted; description of participants and what participants had to do  
  ✓ Results- answer to research question; clear explanation and emphasis on key findings  
  ✓ Discussion- description of value of study and how students can use this information to their advantage |
| --- | --- |
| “B” Work  
(80-89%): | ✓ Well organized Power Point slides, - no more than one or two spelling or grammar errors  
✓ Visually appealing slides- some images, charts or other tools were used to organize information  
✓ Good eye contact and audience engagement  
✓ Included information listed above- information was general in nature; not a lot of details provided |
| “C” Work  
(70-79%) | ✓ Generally well organized, some spelling and grammar errors  
✓ Minimal use of visual tools such as images and charts  
✓ Minimal eye contact; Relyed on slides-sometimes reading them  
✓ Provided general information about research study- missing some information; not a lot of details provided |
| “D” or “F”  
Work  
(0- 69%) | ✓ Many spelling and grammar errors  
✓ Minimal or no use of visual tools such as images or charts  
✓ Read presentation; Little to no eye contact  
✓ Did not provide comprehensive information on research study selected; few details if any provided |
Chapter Activities

Reading Assignments:

Writing comprehensive responses to the reading assignment questions will assist you in learning the course content and performing well on exams. Provide a detailed summary of the text. Include the page number where you found the content.

Chapter 1 Reading Assignment

1. What are the positive outcomes associated with earning a college degree?
2. Define academic integrity and strategies to avoid unintentional dishonesty.
3. Describe Bloom’s taxonomy and discuss how critical thinking skills are developed.
4. Describe the 3R and SQ3R reading methods.
5. What is a peer-reviewed journal article? What information can you find in the different sections of a research article? Why is it valuable to learn how to read scholarly sources?

Chapter 2 Reading Assignment

1. What is the testing effect? Describe the key findings of the Einstein, Mullet & Harrison (2012) study and the value of the findings.
2. Describe how memory works and how students can use knowledge about memory to improve academic performance.
3. Compare and contrast at least 3 different note-taking methods.
4. Why is studying in groups advantageous? What does the research say about this learning approach?

Chapter 3 Reading Assignment

1. Describe the research study on multi-tasking that was conducted by Sana, Weston & Cepeda (2013). What is the value of this research?
2. Discuss the research on goal setting. How do goals contribute to success?
3. Describe the ABCS goal framework.
4. What is the best way to combat procrastination?
5. What factors should you consider when deciding what task is most important?

Chapter 4 Reading Assignment

1. What strategies should you use to identify a topic for a paper or presentation?
2. What factors should you consider when evaluating a source? How can you determine if it is a credible source?
3. When revising a paper, what strategies lead to the best outcome?
4. Describe Mayer’s Multi-Media principles. How can these principles increase success when presenting?
5. Based on the research, what do the best performing students do when preparing for and taking tests?
6. What strategies can help groups function more productively?

Chapter 5 Reading Assignment

1. Compare and contrast behavioral, cognitive, humanistic, and social motivational theories.
2. Why is it important to get involved on campus and make professional connections?
3. Based on the research, what are the most important resilient factors? How can these skills be developed?
4. What campus supports are available to help you be successful?
5. How do successful individuals manage stress?

Chapter 6 Reading Assignment

1. Describe the academic self-regulation process and how engaging in this process can increase successful outcomes.
2. According to the research, how accurate are our self-assessments? Why is this important to know? Based on these findings, what actions might be needed?
3. How does attribution theory and locus of control play a role in success?
4. What self-reflective techniques will increase the likelihood of success?

Chapter 7 Reading Assignment

1. Describe the decision making process. What are some ethical considerations related to decision making?
2. What does the research say about who is successful in online courses?
3. What skills do employers value?
4. Compare and contrast Holland and Krumboltz’s career theories. Describe the career exploration process.
5. Why is a professional social media presence important?
6. Why is your credit score important? How can you work toward a high credit rating?
**Mindtap Assignments:**

Completing Mindtap Assignments will help you learn the chapter content and apply it to your own life. Write comprehensive responses to all of the questions and complete the chapter quiz.

**Chapter 1 Mindtap Assignment**

Time for Action 1.2   Student Success Advice
Time for Action 1.9   SQ3R

Chapter Quiz

**Chapter 2 Mindtap Assignments**

Time for Action 2.6   Note-taking Apps
Time for Action 2.11  Study Groups

Chapter Quiz

**Chapter 3 Mindtap Assignments**

Time for Action 3.1   Your Short-Term and Long-Term Academic Goals
Time for Action 3.5   Caring about and Committing to Your Goals
Time for Action 3.8   Time Traps
Time for Action 3.9   Work and School Balance
Time for Action 3.12  Single-Tasking It

Chapter Quiz

**Chapter 4 Mindtap Assignments**

Time for Action 4.3   Topic Selection
Time for Action 4.7   Multiple-Choice Test Strategies
Time for Action 4.10  Technology Tools for Groups

Chapter Quiz
Chapter 5 Mindtap Assignments

Time for Action 5.1  Motivation and College
Time for Action 5.7  Motivation and College: Part 2
Chapter Quiz

Chapter 6 Mindtap Assignments

Time for Action 6.5  Learning from Mistakes
Time for Action 6.8  Your Current Grade: Are You on Track?
Chapter Quiz

Chapter 7 Mindtap Assignments

Time for Action 7.2  Considering Online Courses
Time for Action 7.4  Career Values
Time for Action 7.11  Your Online Presence: Creating a Professional Profile
Chapter Quiz
FYE 2017: Rock, Rigor, and Roll in Action

Thompson Overview - Building a team project around effective communication through new media

The materials in this project support an assignment created for a first-year seminar which I co-teach with Dr. Kristine Kelly at Case Western Reserve University each fall. Our seminar is titled, “Is the Mind What the Brain Does?” We teach 17-18 first year students who are typically 18 year-olds living on our campus interested in a wide range of majors; but, we typically have a large proportion of students interested in careers in the health profession. This is a complex project which addresses multiple learning objectives, which I cannot begin to comprehensively address here. I hope you will take away ideas and resources which will enable you to apply aspects of our assignment in the context of your own courses.

Dr. Kelly should receive the majority of the credit for how this project was conceived and without her expertise, I could not have carried this assignment out. However, I want to assure you that you can use other digital platforms and need not feel restricted to our choice of SCALAR and the materials I am sharing can be used for almost any team project.

OUR GOALS:
Learning Outcomes for First Seminar at Case Western Reserve University

By the end of First Seminar, students should be able to:
• Participate in an academic conversation by contributing insightful, relevant ideas
• Consider differences in values and assumptions to think critically and deliberate ethically
• Read, summarize, and apply scholarly concepts and information
• Write clearly and persuasively
• Effectively communicate information orally and/or through new media

Digital Team Project Outcome Measures:
1. SCALAR Digital Book (see assignment prompt, and rubric on pp. 5-8)
2. Submission of individual writing comprised of compiled text from the digital book (see rubric p.9)
3. Peer review of project (see rubric p. 10)
4. Oral presentation (see assignment prompt on pp. 15)
5. Peer review of content and group process (see rubric on p 14)

Additional Materials:
1. While faculty and students appreciate the need to practice the skills needed for effective collaborations, most have reservations about participation in graded team projects in courses. CWRU students are typically fiercely independent and want to be in full control of all course grades. To help ensure that each member of the team contributes and that the project grade reflects the amount of work actually done by each team member, we’ve implemented a few strategies which are described in the handouts on pp.

   i. Forming balanced teams requires more thought and planning than random assignment to groups. Here is a process we have found to be very effective:

      1. Early in the semester, we divide the class into groups of 4 or 5 students at random. We distribute the project assignment and briefly introduce the challenges of successful completion of a digital team project. Then we ask the groups to brainstorm and come up with a list of essential skills and both academic and social which they believe will be needed to create a strong project. Then we ask the groups to design questions which can be used in a self-report questionnaire which will be distributed to the whole class for completion. They create their questions in class on a shared Google Drive file. After class, I take their questions and sometimes add a few of my own which I know will be helpful and create a Google Forms questionnaire which everyone in the class is invited to take. I analyze the answers and form balanced teams. Last semester’s questionnaire can be found on pp.

   ii. A portion of the final project grade is determined by each team member’s distribution of a portion of the points. If everyone on the team contributed their fair share, then the team members typically divide the points equally across the members. If one person did more or less than expected, there’s typically strong agreement among team members and it is reflected in their distribution of points (see p 14.)
<table>
<thead>
<tr>
<th>SLO</th>
<th>Proficient (UCAP)</th>
<th>Developing 2 (DSEM)</th>
<th>Developing 1 (USEM)</th>
<th>Benchmark (FSEM)</th>
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<tbody>
<tr>
<td><strong>ACADEMIC INQUIRY.</strong> Student will be able to contribute insightful ideas that answer a question or solve a problem relevant to an academic discipline.</td>
<td>Complete a capstone project that articulates insightful, relevant ideas that contribute to the solution of a vital question or problem within a discipline</td>
<td>Participate in disciplinary conversations by contributing insightful, relevant ideas</td>
<td>Participate in a variety of academic conversations by contributing insightful, relevant ideas</td>
<td>Participate in an academic conversation by contributing insightful, relevant ideas</td>
</tr>
<tr>
<td><strong>CRITICAL THINKING AND ETHICAL DELIBERATION.</strong> Student will be able to think critically and deliberate ethically to answer questions and solve problems within an academic discipline.</td>
<td>Consider differences in values and assumptions to think critically, deliberate ethically, and respond articulately to discipline-specific questions/problems</td>
<td>Consider differences in values and assumptions to think critically, deliberate ethically, and respond articulately to discipline-specific questions/problems</td>
<td>Consider differences in values and assumptions to think critically, deliberate ethically, and respond articulately to discipline-specific questions/problems</td>
<td>Consider differences in values and assumptions to think critically and deliberate ethically</td>
</tr>
<tr>
<td><strong>RESEARCH AND INFORMATION LITERACY.</strong> Student will be able to research, evaluate, and apply information to answer question/solve problem within an academic discipline.</td>
<td>Perform original, independent, discipline-appropriate scholarship and apply it to a question/problem within a discipline</td>
<td>Research and apply discipline-specific scholarly concepts and information</td>
<td>Research and apply scholarly concepts and information</td>
<td>Read, summarize, and apply scholarly concepts and information</td>
</tr>
<tr>
<td><strong>PERSUASIVE WRITING.</strong> Student will be able to use researched evidence and disciplinarily appropriate forms to write a clear and persuasive argument.</td>
<td>Use a discipline-appropriate form to write a clear, insightful, persuasive, research-based, and appropriately documented argument that responds to a question/problem within a discipline</td>
<td>Write clear, insightful, persuasive arguments using discipline-appropriate forms and conventions</td>
<td>Write clear, insightful, persuasive, research-based, and appropriately documented argumentative essays</td>
<td>Write clearly and persuasively</td>
</tr>
<tr>
<td><strong>ORAL AND NEW MEDIA COMMUNICATION.</strong> Student will be able to communicate information orally or in other media.</td>
<td>Effectively communicate information to a public audience about one’s scholarship through discipline-appropriate oral and/or new media presentations</td>
<td>Effectively communicate information through discipline-appropriate oral and/or new media presentations</td>
<td>Effectively communicate information through oral and/or new media presentations</td>
<td>Effectively communicate information orally and/or through new media</td>
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</table>
Definitions of SAGES Student Learning Outcomes

ACADEMIC INQUIRY. Upon completion of the SAGES program, students should be able to pose a question or problem relevant to an academic discipline and independently use knowledge to answer or solve it. Academic inquiry is founded on the ability to identify questions and problems that engage others. It includes the ability to apply appropriate theories and methods of investigation, ones capable of producing insightful ideas that help answer a question or solve a problem relevant to an academic discipline. In addition, academic inquiry is attended by certain attitudes: passion for learning, a sense of agency, an appreciation of deep rather than surface knowledge, and a willingness to reflect on and assess one's own learning.

CRITICAL THINKING AND ETHICAL DELIBERATION. Upon completion of the SAGES program, students should be able to think and act with an awareness of their own values and reasoning, as well as an appreciation of the perspectives of others. Critical thinking starts with the ability to formulate questions and problems clearly and precisely. It also involves the ability to identify the assumptions that frame our thinking and determine our actions, as well as to gauge the degree to which those assumptions are accurate and valid. Critical thinkers are able to look at ideas and decisions from multiple perspectives, and consider open-mindedly the assumptions, implications, and practical consequences of alternative systems of thought. Based on this information, they derive well-reasoned conclusions and solutions, testing them against relevant criteria and standards. This awareness of one's own values and assumptions, combined with an appreciation of the different perspectives of others, forms the basis of ethical deliberation. By developing a coherent ethical framework and considering the likely consequences of a proposed solution as viewed by different value systems, ethical thinkers can make justified, autonomous choices about matters of the human good, of social justice, or of natural value, and do so with self-awareness and clarity.

RESEARCH AND INFORMATION LITERACY. Upon completion of the SAGES program, students should be able to independently research and evaluate information to answer a question or solve a problem relevant to an academic discipline. This ability originates in the determination of the nature and extent of information needed to answer a question or solve a problem. It includes the skills needed to find, access, and evaluate that information critically, as well as to use it effectively and ethically in support of an answer or solution to a question or problem. In disciplines where inquiry depends on the generation and quantitative analysis of raw data, this outcome assumes that all students should understand how to use data once it has been processed into information.

PERSUASIVE WRITING. Upon completion of the SAGES program, students should be able to write a clear and persuasive argument in support of an answer to a question or a solution to a problem. In an academic setting, all effective communicators are able to express their ideas in writing. The emphasis that SAGES places on open-ended inquiry and critical thinking requires that students be able to articulate and defend an argument that supports an answer to a question or a solution to a problem. Effective communicators are able to express their ideas with an awareness of purpose, as well as how to engage both discipline-specific and broader audiences. In addition, although there may be variations in disciplinary conventions for writing genres and formats, persuasive academic writing demands that the explanation or defense of a proposed answer or solution use a coherent thesis to govern the structured and clear presentation of a persuasive argument based on reasons and evidence.

ORAL AND NEW MEDIA COMMUNICATION. Upon completion of the SAGES program, students should be able to communicate information in a clear and coherent formal oral or other media presentation appropriate to an academic discipline. In addition to being able to write persuasively, effective communicators can express their ideas using a range of disciplinary-appropriate media (e.g., discussion, oral presentations, posters, websites, videos, multimedia presentations, mobile apps) and genres (e.g., technical reports, funding proposals, ethnographies, journal articles, reviews). As with academic writing, effective communicators organize the presentation of ideas with an awareness of purpose and audience, and use their understanding of the medium and genre being used to ensure delivery of a clear central message.
Essay 3: Layering *The Soloist*
Collaborative Project Guidelines
FSSY 144: Is the Mind what the Brain does?
Fall 2016

**Description:** Our readings and discussions this semester have explored interactions between the mind and the brain from neurological and psychological perspectives. Essay 3 allows you further explore the issues raised in our discussions by thinking about the social and cultural pressures and consequences surrounding psychological disorders, particularly schizophrenia as it is presented in Steve Lopez’s biography of Nathaniel Ayers, *The Soloist*.

For your third writing assignment, you will be working collaboratively—both as a whole class and in small groups—to build a public access digital project that considers the issues raised in *The Soloist* to explore these issues beyond the bounds of the book.

You will work in groups of 4 or 5 to create an argument and a multimedia presentation around one of the following questions:

1. How can knowledge of the brain inform our understanding of stereotypes? Explore these questions in the context of stereotypes about mental illness.

2. How does the mind-brain connection play into understanding the role of music and emotion or mental illness and creativity?

3. What factors determine whether or not two people develop a friendship? How is “friendship” both a social and a biological construct?

4. What societal obligations should the media meet in upholding social justice? Compare these obligations to those held by individual members of society in the context of individuals and families who are homeless.

Groups will contribute pages and paths to a “book” in Scalar, an open-access publishing tool established by the University of Southern California ([http://scalar.usc.edu/](http://scalar.usc.edu/)).

Using this platform, you can bring together diverse media and writing strategies to present your topic in a visually engaging and textually unconventional manner. The final product will be a layered, occasionally digressive, media rich, and insightful exploration of your topic; it should not be a linear research paper nor should it be an encyclopedic archive. We want you to create an argument and to think and work associatively with your evidence.

At the end of the project, our four groups will have created one beautifully integrated, public-facing Scalar book, offering a comprehensive presentation of issues and ideas presented in *The Soloist*. 
Project Requirements

1. **Pages you need to include in your Scalar Book** (list is subject to change as our projects evolve)
   - An Introduction to set up your focus and argument and to guide readers through the project.
   - At least 8 pages per group—it is likely that you will have more
   - An "About the Authors" page (in addition to minimum page requirement)
   - A "Works Cited/References" page (in addition to minimum page requirement)

2. **Within these pages, you need to include the following elements:**
   - Analysis of *The Soloist*
   - Text and written analyses (in diverse forms should be a consistent element on most pages)
   - An image or video annotation on every page (cited)
   - Reference to 4 scholarly articles (articles assigned in class may be included here)
   - At least 1 video clip—annotated (this will make sense as you learn about Scalar)
   - At least four hyperlinks to other Scalar pages or to outside sources (Wikipedia is a useful resource but please avoid hyperlinks to this site)
   - At least 2 pathways or links to other groups’ pages (this concept will make sense later)

   **Optional elements might include (highly recommended to innovate):**
   - Video or audio clip created by you (Freedman center has a videography room or you can borrow a video recorder)
   - Google map insert with pinned locations or routes
   - Interview (audio clips, for instance)
   - Other creative elements that work well.

Post-Project Requirements

This project will count as Essay 3 on the syllabus. You will be graded both as a group (for your final project) and individually (see below).

1. **The individual work you will turn in includes the following:**
   A Word Document that contains:
   1) The writing that you contributed to the project (approximately 3 pages of writing; cut and pasted into the Word Document) and a brief paragraph that evaluates the success of your group’s work as well its shortcomings.

   2) A bullet-point list of the **tasks you completed in the project** and then a completed peer-evaluation form for each of your partners for their work. (or (We will provide a form for you).
3) A 2-page evaluation of one other group’s project (or path within our project). What did the group do well? What needs improvement? How have they handled media? Is their argument engaging? What did you find compelling about the work they’ve done?

Overview of steps in our project time line:

1. Introduce project guidelines and non-linear writing/associative thinking
2. Read *The Soloist* and Watch "Introduction to Scalar 2" webinar
3. General Steps in Collaborative work:
   - Collaborative/individual task: researching, writing, and storyboarding
   - Collaborative/individual task: Gathering media and assembling pages; writing the Introduction
   - Collaborative task: Revising and structuring: building paths and links
   - Collaborative task: Reviewing and revising each other’s pages and the Introduction
   - Collaborative task: Revising writing and design with instructor feedback
4. Final Submission and demonstration in class
5. Submit individual contributions and assessment along with peer reviews
6. Submit formal review of another group’s project

Note: We will devote some of our class time to collaborative work; however, you will need to meet with your group several times outside of class. Make arrangements early and remember that everyone has 11:40-12:30 on Friday free of classes.
## Scalar Project Evaluation Criteria

Note that this rubric is meant to give you an overall sense of grading criteria--it is not mathematical. The (x2) indicate more heavily weighted areas.

<table>
<thead>
<tr>
<th>Students:</th>
<th>Team:</th>
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<tbody>
<tr>
<td></td>
<td>Evaluation</td>
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### Content (x2)

<table>
<thead>
<tr>
<th>Evaluation Details</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
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<tbody>
<tr>
<td>Strong introduction and compelling argument</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Relevance, specificity, and coherence of the paths within the group's chapter.</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Appropriate evidence and interesting analysis (including the narrative, secondary sources, media)</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Correct and consistent citations (for summaries, paraphrases)</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Engaging, polished style and mechanics</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
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### Media

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<tr>
<th>Evaluation Details</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
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<tbody>
<tr>
<td>Selection and Integration of images</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Selection and Integration of Video annotations</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Selection and Integration of Audio</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
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<tr>
<td>Balance of text and image</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
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### Design

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<th>Evaluation Details</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
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<tbody>
<tr>
<td>Clear and effective organization of material using Scalar Paths and links</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Effective and consistent line of argument through Scalar paths and links and subheadings</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Visual Appeal of pages</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
<tr>
<td>Includes required elements (images, annotations, scholarly sources, hyperlinks, paths, pages)</td>
<td>✓ -</td>
<td>✓</td>
<td>✓ +</td>
</tr>
</tbody>
</table>
## Essay Evaluation Criteria

Note that this rubric is meant to give you an overall sense of grading criteria--it is not mathematical. The (x2) indicate more heavily weighted areas.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Title: Essay 3 Scalar Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strong/Exceptional</td>
</tr>
<tr>
<td>Connects to Project Argument and Thesis (x2)</td>
<td><strong>Strong/Exceptional</strong>: limits scope of essay, and addresses the question of relevance (the so what?).</td>
</tr>
<tr>
<td>Focus and scope</td>
<td><strong>Strong/Exceptional</strong>: Paper is narrowly focused on one or two concepts, issues, or topics.</td>
</tr>
<tr>
<td>Evidence and analysis (x2)</td>
<td><strong>Strong/Exceptional</strong>: Provides sufficient specific, detailed examples and analysis, demonstrating clear development of the thesis and an understanding of the sources used.</td>
</tr>
<tr>
<td>Citations</td>
<td><strong>Strong/Exceptional</strong>: Summaries, paraphrases, and quotations are correctly cited. References /Works Cited is complete and correct.</td>
</tr>
<tr>
<td>Organization and Clarity</td>
<td><strong>Strong/Exceptional</strong>: Ideas are presented logically and connect to the main argument and to each other.</td>
</tr>
<tr>
<td>Style and Mechanics</td>
<td><strong>Strong/Exceptional</strong>: Clear, concise, and interesting style and very few errors or typos. Demonstrates mastery of grammar and punctuation.</td>
</tr>
<tr>
<td>Editing and Revision</td>
<td><strong>Strong/Exceptional</strong>: Initial draft is submitted on time and reflects effort and thoughtfulness Responds to criticism and suggestions Polished and proofread</td>
</tr>
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Comments:
<table>
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<tr>
<th>Student:</th>
<th>Chapter Reviewed:</th>
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<tbody>
<tr>
<td>Strong/Exceptional</td>
<td>Good/Acceptable</td>
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**Addresses 5 points in the assignment**
- Uses specific and focused language in addressing each of the 5 questions posed in the assignment
- Addresses each of the 5 questions posed in the assignment but with vague or broad language or does not address one of the questions.
- Fails to address at least 3 of the questions.

**Evidence, analysis, and angle**
- Sufficient and relevant evidence and analysis.
- Limited evaluation or examples from chapter pages
- Almost no evidence or reflection.
- Uses criteria on evaluation rubric thoughtfully.
- Minimally uses criteria on evaluation rubric
- Doesn't use criteria on evaluation rubric.
- Offers constructive critique that looks at effective qualities and areas needing improvement
- Critique is somewhat balanced.
- Critique is very imbalanced.

**Polish and presentation**
- Appropriately formal tone and polished presentation
- Good style. A few noticeable errors or typos
- Hasty or rough presentation.

**Comments:**
FSNA144: Survey for group project teams

Please answer each of the following questions to assist in balancing team membership.

Your email address (lat@case.edu) will be recorded when you submit this form. Not lat? Sign out

* Required

What is your first and last name? *

What do you think your most important contribution might be to the group project in this class?

I am talkative. *

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<tr>
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I am a good listener.

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I like public speaking

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I believe I am open-minded

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When solving problems, I tend to look at the big picture rather than the details.

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I would characterize myself as introverted.
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**I enjoy working in groups!**

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**I am experienced with scientific research methods and approaches.**

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**I prefer to work alone.**

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**My friends comment on how organized I am.**

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**I am a strong writer.**

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<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**I am really good at taking notes.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**I am good at managing time.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**When I go to the ice cream store (Mitchell's) and they are out of my favorite flavor (Key Lime Pie) I can still choose a flavor to eat without hesitation.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

**I am good at staying focused and on task**
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

**I am a leader**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
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</table>

**I am a follower**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

**I tend to procrastinate frequently**

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</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

**I am good at synthesizing the ideas of others.**

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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all like me</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**I have the following skills (check all that apply):**

- ☐ Microsoft Office (PowerPoint/Excel/Word)
- ☐ Video editing
- ☐ Sound/music editing
- ☐ Artistic
- ☐ Musical
- ☐ Design
- ☐ Computer Programming
- ☐ Google Suite Apps
- ☐ Website Design
- ☐ Blogging
- ☐ Experience using Scaler

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**FSNA144: Survey for group project teams**

Please answer each of the following questions to assist in balancing team membership.
Your Name: _____________________________________________________

Your final assignment grade will be determined by the following breakdown:
25% Individual Grade
75% Team Project

A portion of the individual grade will be determined by self and peer grading. Please grade yourself and each of your team members below. Each person should receive a score out of 25 possible points

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Degree to which the assignment requirements (quality of content, relevance of content) are met by the individual’s contribution to the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1 Name</td>
<td>25 points possible for each</td>
</tr>
<tr>
<td>Student 2 Name</td>
<td></td>
</tr>
<tr>
<td>Student 3 Name</td>
<td></td>
</tr>
<tr>
<td>Student 4 Name</td>
<td></td>
</tr>
</tbody>
</table>

Another portion of the individual grade will be determined by self and peer grading. Please assess the overall distribution of the effort each team member contributed to the final project by dividing a total of 100 points across team members. For example, if everyone put forth an equal contribution of material/time to the project, each person should receive 25 points.

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Distribute 100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1 Name</td>
<td></td>
</tr>
<tr>
<td>Student 2 Name</td>
<td></td>
</tr>
<tr>
<td>Student 3 Name</td>
<td></td>
</tr>
<tr>
<td>Student 4 Name</td>
<td></td>
</tr>
<tr>
<td>TOTAL SUM</td>
<td>100</td>
</tr>
</tbody>
</table>

COMMENTS:
On Friday December 9th at the Celebration of Student Writing/Intersections Research Symposium, each student will present a 3-minute prepared presentation of our class scalar project and his or her specific work for the project and then respond to questions about the project. Hence, each individual will prepare a unique talk about the project.

These brief talks will be delivered at least once (and potentially several times) to individual visitors, including your professors, at the Symposium. In designing your brief talk, consider the following parameters:

1. Limit your talk to 2-3 main points: focus on your own contribution to the topic and how you learned to navigate the digital platform. Start preparing your speech by writing out everything you would like to say and then stripping it down. Use minutes as markers (e.g. 1-minute for the intro and one minute for each main point) Create an outline which is required as part of your grade. We recommend you use your outline when you deliver your speech.

2. In addition to explaining your argument, tell about your personal experience—people want to hear what you did and learned. You could, for instance, talk about collaboration, the challenges/joy of an associative or non-linear writing style, the work of incorporating media.

3. Plan and rehearse. (we’ll do some rehearsal in class)—you have 3 minutes to make a point and an impression—do not wing it!

4. Be timely.

5. Use your Scalar pages as backup for your talk

6. During the talk speak loud enough to be heard in a crowded venue and try to be enthusiastic

Allow time for questions and give visitors an opportunity to navigate the Scalar Book.

(source for parameters Bill Murphy, “7 things to do when you have to give a short speech” [web])

Due dates:
Draft of speech due: Monday, December 5 (in-class practice run)
Final outline due to professors, Wednesday, December 7
Presentations: December 9, 12-2:30 at Veale Center (Brown Bag Lunches will be available)
Key goals

Identify academic and professional interests, goals, connections
Develop a network for recommendations, future employment and/or graduate school admission
Showcase academic and professional strengths, interests, achievements

Create a LinkedIn account and connect to the following:
David Sabol – Professor
Sarah Eltzroth – Academic Advisor
Hollie Miller – Student Mentor
All students in our U110 class

Other suggested connections:
Family members: parents, siblings, grandparents, aunts/uncles, cousins, family friends, etc.
Other IUPUI professors and university staff you may know
Other IUPUI students from other classes or organizations
Former high school and elementary teachers/staff/students
Former or current co-workers, bosses, coaches, clergy, etc.
Friends who have professional potential

LinkedIn Profile Required Components

Recent photo that is professionally appropriate (a genuine smile is encouraged 😊)
Headline that is informative, memorable and professional
Summary that highlights your skills (strengths), motivations, and future plans
Work experience – jobs held along with skills and knowledge developed/gained in each job (add photos if appropriate)
Organization membership – any clubs, student groups, community organizations, etc. Be sure to include a description of what your role was/is and any skills knowledge developed/gained from your participation in the organization
Education – start with your current status as a college student – list all your academic experiences, courses, summer programs, etc.
Volunteer experience – list any community service and any causes to which you contributed
Skills and expertise – add at least five key skills so that your connections can endorse you
Honors and awards – list any honor/award/prize given to you in or out of school
Projects – present team assignments in school or other significant projects you’ve completed and discuss how you accomplished each project successfully
Interest groups and companies – connect to at least five interest groups and five companies that will support your academic and professional goals/plans
**Paper and Presentation Requirements**

Write a detailed outline of talking points highlighting your skills, values, interests, and strengths to connect your audience in a creative and meaningful way to your LinkedIn profile. Present your typed outline to the professor prior to your presentation.

The outline should include an attention-getter introduction, a logical body section, and a memorable conclusion.

The presentation will run between 5-7 minutes and will include your navigating skillfully through your LinkedIn profile on a large screen while you talk. You will want to carefully practice your presentation prior to presenting to get your timing down.
One way to gain a valuable perspective on our world is to examine how people in different countries are affected by global issues and trends. The project described below provides an opportunity for class members to simulate being a “global village” that is in many ways representative of the over 7 billion people who currently inhabit the earth. This project originates in several efforts to describe the world as a global village of 100 people (e.g., the Miniature Earth Project: http://www.miniature-earth.com/). This idea suggests that it is very difficult to comprehend data about the world’s population as a whole, but if one created a global village of 100 people, the numbers would make more sense. For example, if the world were a global village of 100 people, about 20 of those people would live in China, 13 of them would live in Africa, and about 5 would live in the United States. About 13 would be malnourished and about 15 would live on $1.00 a day or less.

For this project, each student will work in a team of three to take on the role of one individual from a specific country, but will in turn represent millions of people who have a similar background. The project has been created to have a proportionate number of people from the various continents and countries of the world, with half of the class being female and half male, and ages and residence (urban and rural) also being representative.

Ultimately, each team will:
1. Complete discussion board postings that describe the impact of each global challenge on the individual (see the course schedule for due dates for these postings).
2. Complete an annotated bibliography on research related to the individual and country in which he or she resides.
3. Prepare and present a poster session based on information in the team’s discussion board postings and annotated bibliography (see the course schedule for date, time, and location of presentation).

Discussion Board Postings
To begin the project, each team will be assigned a role in the global village and will then use Internet resources to more fully describe the characteristics of the person they will be in the global village. The characteristics (to be submitted under the D2L forum titled, “Global Village Project Character Introduction”) include:
1. Name
2. Age
3. Sex/gender
4. City and country of residence
5. Ethnicity
6. Religion
7. Life expectancy
8. Language
9. Annual income (purchasing power parity)
10. Occupation
11. Beliefs associated with this person’s religion
12. Other relevant information about this person

Once basic characteristics have been identified and described, each global village team can examine how their village has been influenced by global issues such as population changes, global warming/lack of other basic resources (i.e., food, water, etc.), conflicts, globalization, and technological change, both currently and in the future. Each of these variables will be addressed in Global Village Discussion Boards Parts I-IV of the project (see the syllabus and D2L for the deadlines for each of these).
<table>
<thead>
<tr>
<th>Rubric for Global Village Discussion Board 1</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides clear and accurate information about each element in the introductory blog</td>
<td>Provides clear and accurate information for all 12 of the elements of the introductory blog.</td>
<td>Provides clear and accurate information for 9-11 elements in the introductory blog.</td>
<td>Provides clear and accurate information for 6-8 elements in the introductory blog.</td>
<td>Provides clear and accurate information for less than 6 elements in the introductory blog.</td>
</tr>
<tr>
<td>Cites sources of information in blog</td>
<td>Provides specific address for two or more web sites (or other source) of information presented in blog.</td>
<td>Provides general reference for source of information presented in blog.</td>
<td>Provides no reference for source of information presented in blog.</td>
<td></td>
</tr>
<tr>
<td>Appropriately identifies direct quotations</td>
<td>Places quotation marks around words used from another source and cites specific source.</td>
<td>Generally indicates source of direct quotation.</td>
<td>Provides no source for direct quotation.</td>
<td></td>
</tr>
<tr>
<td>Presentation of information</td>
<td>Provides information in grammatically correct and well organized manner.</td>
<td>Provides information in mostly grammatically correct or reasonably organized manner.</td>
<td>Provides information that is not grammatically correct or well organized.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric for Global Village Discussion Board Posts for One of the 7 Global Challenges</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes possible impact of the specified global challenges on the country or the villager</td>
<td>Provides clear and accurate description of how the challenges and two or more trends within the global challenges affect the country in which the global villager resides.</td>
<td>Provides clear and accurate description of how the challenges and one trend within the revolutions affect the country in which the global villager resides.</td>
<td>Provides general description of how the challenges affect the country in which the global villager resides.</td>
<td>Provides no description of how the challenges affect the country in which the global villager resides.</td>
</tr>
<tr>
<td>Describes possible impact of the specified global challenges on villager as an individual</td>
<td>Provides clear and accurate description of how the challenges and one or more trends within the global challenges affect the global villager.</td>
<td>Provides clear and accurate description of how the challenges and one trend within the global challenges affect the global villager.</td>
<td>Provides general description of how the challenges affect the global villager.</td>
<td>Provides no description of how the challenges affect the global villager.</td>
</tr>
<tr>
<td>Describes possible impact of country on the specified global challenges</td>
<td>Provides clear and accurate description of how the country affects the challenges and one or more trends within the challenges.</td>
<td>Provides clear and accurate description of how the country affects the challenges and one trend within the challenges.</td>
<td>Provides general description of how the country affects the challenges.</td>
<td>Provides no description of how the country affects the challenges.</td>
</tr>
<tr>
<td>Cites sources of information in discussion board posting</td>
<td>Provides specific address for two or more websites or other sources of information presented in posting.</td>
<td>Provides general reference for source of information presented in posting.</td>
<td>Provides no reference for source of information presented in posting.</td>
<td></td>
</tr>
<tr>
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<td>Places quotation marks around words used from another source and cites specific sources.</td>
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<td>Provides no sources for direct quotations.</td>
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<td></td>
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</tbody>
</table>
Global Village Project  
KSU 1111

Annotated Bibliography (200 points)

For this part of the project, each team will develop an annotated bibliography using at least 12 references from the Global Village Project (Parts I-IV). Only references from “academically credible” sources should be used. Specifically, any references from Wikipedia will not count toward the required 12 sources. The bibliography should be prepared following the MLA guidelines for annotated bibliographies (see the OWL at Purdue: http://owl.english.purdue.edu/owl/resource/614/01/). **Before the team submits the final annotated bibliography, one member at least one member of each team should visit the KSU Writing Center in the English Building, Room 242.**

All annotated bibliographies must be submitted D2L as either a Word or PDF document by the assigned due date. Only one member of each team is responsible for uploading and submitting the assignment in D2L. The rubric and grading criteria below will be used to evaluate this part of the Global Village Project.

Annotated Bibliography Rubric and Grading Criteria

<table>
<thead>
<tr>
<th>MLA Format</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The annotated bibliography follows the most recent MLA guidelines.</td>
<td>Comments:</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The annotations sufficiently and succinctly summarize, evaluate, and reflect on the source.</td>
<td>Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sufficient number of academically credible sources are used.</td>
<td>Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The annotations are grammatically sound, free of obtrusive errors (misspellings, structure, punctuation, etc.).</td>
<td>Comments:</td>
<td></td>
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</table>

Global Villager Poster Project
Grading Criteria and Rubric

For the final part of the project, each team will develop and present a poster presentation to be shared during the KSU 1111 Global Village Poster Session in class (see course syllabus and schedule for date). Each team will create a tri-fold poster that shows what life is like today (for the team’s chosen character and country,) and project on how four of the challenges may impact the chosen villager in the future (in 2025 or 2030). Teams are encouraged to include aspects of the plot or storyline that they have created for their chosen villager. The poster presentations will be evaluated using the following grading criteria and rubric.

(5) A 90-100 Exemplary/Superior – outstanding evidence of descriptor
(4) B 89-80 Above Average – completely meets expectations; adequate evidence of descriptor
(3) C 79-70 Average/Acceptable – meets minimum expectations; minor flaws or inconsistencies
(2) D 69-60 Below Average – meets most or many minimum expectations; weak with serious flaws
(1) F Below 60 Inadequate – fails to meet minimum expectations; little or no evidence of descriptor

Presentation of the Information

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<tr>
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<tbody>
<tr>
<td>Poster includes information</td>
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<tr>
<td>that is grammatically correct, well organized, and neat</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information is inviting, easy to read, and follow</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information is consistent with college-level work (vs. high school level)</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates visual images, multimedia and/or technologies to enhance presentation of information</td>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

Professionalism of Presentation/Speakers

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<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rehearsed, prepared, appropriate use of notes, and/or technology</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate voice, eye contact, dress, and props</td>
<td>Comments:</td>
<td></td>
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</table>

Content of the Poster Presentation

<table>
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<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate representation of the country</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses at least four revolutions/global challenges and projects out to 2025 or 2030</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequately describes the villager/character</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides storyline</td>
<td>Comments:</td>
<td></td>
<td></td>
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</table>

Overall Total

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