POWER Learning Strategies for Success in College and Life 7th edition Feldman Solutions Manual

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II

COURSE DEVELOPMENT AND CLASSROOM MANAGEMENT TIPS

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INTRODUCTION

From the heading of this section, it is obvious that this is a nuts-and-bolts approach—the how-to of a student success course. Although Appalachian State University serves as the model, we believe this information about course development and classroom management tips can be applied to any academic success course at any university, college, career school, or community college.

Included in this section, you will find:

- Goals for Freshman Seminar/Student Success Seminar
- Course Content Recommendations
- Engaging Students with P.O.W.E.R.: Teaching the Text
- Student Assessment
- Course Evaluation

There are many solid first-year experience programs throughout the United States and the world. We encourage you to learn about the efforts being made to support first-year students and to create a model that has meaning and application for your students in the context of your institution. We have found the individuals who are advocates for this work to be generous with their time and materials. Don't hesitate to call on colleagues from other schools as you develop your program. Let these ideas serve as a foundation for your own solutions.

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GOALS FOR FRESHMAN SEMINAR/ STUDENT SUCCESS SEMINAR

The goal of a seminar course is to establish new relationships, to build academic and life skills, to provide opportunities for personal growth and the broadening of perspectives, and to understand what it means to be an educated person.

Develop intellectual and academic competence

- Students will continue to develop their abilities in critical thinking, writing, reading, communicating, and problem solving.
- Students will strengthen study skills, including note taking and test taking.
- Students will understand their own learning styles.
- Students will appreciate what it means to be an educated person and understand the value of a college degree.
- Students will develop effective introductory academic computing skills.
- Students will understand how to effectively utilize the library and how to locate and evaluate electronic information.

Establish and maintain interpersonal relationships (build community)

- Students will develop connections with students, faculty, advisors, and the university community that support and enrich a successful educational experience.

Manage transition

- Students will learn strategies to manage stress.
- Students will discuss issues related to alcohol and drug awareness, with the aspiration to make mature and healthy decisions.
- Students will develop and practice effective time-management strategies.

Broaden horizons and personal development

- Students will be exposed to cultural opportunities on the campus and in the community.
- Students will gain an awareness and appreciation for multiculturalism and diversity.
- Students will be provided a structured opportunity to reflect on who they are, what they value, and what they want out of life.
- Students will seek clarity about career goals and will be introduced to campus resources, such as the Career Development Center that will help them in the career exploration process.

Discover your university

- Students will learn about campus resources that can enrich and support their educational experience.
- Students will learn about institutional policies and regulations, including the code of academic conduct, safety responsibilities and protocols, registration information, and general education requirements.
- Students will learn about the history and traditions of their institution.
- Students will understand the importance of getting involved in co-curricular activities and how to pursue these opportunities.

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COMMON COURSE REQUIREMENTS

Introduction

Freshman Seminar/Student Success Seminar offers first-year students a carefully structured orientation to post-secondary education, an introduction to academic and personal success strategies, and an opportunity for self-discovery and self-realization. It draws on national models and extensive research for much of its conceptual framework, but is tailored to fit the unique needs and challenges faced by your students. The following is an example of a set of common course requirements that may serve as a guide for your institution.

I. Course Management

A. Syllabus

Your course syllabus sets a tone for class. It shows your planning and commitment, your expectations and concerns, your goals and enthusiasm for the semester. The syllabus is your public statement of purpose that students will rely on throughout the semester. Most institutions have a policy requiring that every student in your class receive a syllabus on the first day of class. Often, instructors are required to keep a copy of their syllabus in a centralized hard copy or electronic file. Additionally, to establish consistency among multiple offerings of a course, regulations and standard practice often specify a number of required components such as:

- **General information** about the course (the title, course number, meeting place and time, and semester, instructor contact information, campus address, phone number, and e-mail address)
- **Statement of your purposes/goals/objectives** in teaching the course
- **Course requirements and goals**; a central purpose of Freshman Seminar/Student Success is to help entering students be successful. This involves support in a wide range of areas from establishing new relationships and building academic and life skills to providing opportunities for personal growth and broadening of personal perspectives. Be certain to keep these goals in mind as you work out your course requirements.
- **List of required readings**; give a complete bibliographic citation and tell students how the book can be obtained. Reference any additional required readings and associated costs. See Section D below for more information about additional readings.
- **List of office hours** (regular hours and other times available for student conferences); we recommend that you be available to your students for two to three hours per week.
- **Attendance policy**; attendance policies should be designed to encourage participation rather than penalizing students. These courses often require out-of-class attendance at events, group assignments, and possibly a meal with a faculty member. The course encourages instructors to be flexible with students who have schedule conflicts and to reassign a set time for out-of-class events where appropriate. Most institutions require instructors to spell out attendance policies in the syllabus.
- **Your grading policy (Freshman Seminar/Student Success encourages greater engagement when it is a letter-graded course)**; you must make qualitative assessments of all submitted student work. It is not expected that all students will receive As. We strongly recommend that this is not developed as a pass/fail course. It is not appropriate to focus or reward mere quantitative completion of assignment, attendance, and participation. It is very important to make *qualitative* assessments with appropriate feedback on each student's work.

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It is also very important that this course have high academic standards comparable to other first-year courses. Spell out grading expectations and biases. Students expect to know how they will be assessed and require explanations of the grading policy in their syllabus.

- **Class outline**; all class activities do not need to be predetermined and listed in the syllabus. In fact, it is probably better not to do so. Stay flexible so that you may respond to the needs of your students. Student and class personas vary. List assignments in whatever detail you deem appropriate. However, you are urged to include institutional calendar dates that will affect your course, such as the last date to drop a course, convocation, campus breaks, last day of class, and exam date.

B. Class Budget

One advantage enjoyed by some Freshman Seminar/Student Success courses is a class budget that can be used to encourage out of class attendance for community building activities, stronger faculty-student connections, and a friendlier atmosphere in the class. If this is the case for your institution, become aware of documentation and receipt requirements.

C. Course Evaluation

Most institutional policies require that classes be evaluated once a year. Freshman Seminar/Student Success students should participate in a standard course and instructor evaluation at the end of the semester. Learn where you can obtain evaluation materials. Student evaluation results should be returned to instructors early the following semester. In addition to the end of course evaluations, your institution might require your students to complete nationally normed programmatic evaluations. Additionally, you should conduct a low-risk *midterm evaluation* and seek regular student feedback throughout the semester. Students buy into a course in which they feel a sense of ownership.

D. Required Readings

1. Textbook. Freshman Seminar/Student Success courses benefit from the use of a common textbook in order to achieve common course content. The P.O.W.E.R. Learning textbook and its supporting materials provide a valuable framework for these classes.

2. Supplementary Reading. This course is a college class with high expectations for academic challenge. With this in mind, students should read at least one, but no more than two, supplementary books or novels. An assignment of major collateral reading relevant to the first year experience is essential for better reading habits and to demonstrate more effective reading strategies. Many instructors have used popular novels like *Iron and Silk* by Mark Salzman, *The Glass Castle* by Jeannette Walls, or *The Kite Runner* by Khalid Hosseini. Novels about people at a transition point in life have been particularly effective. Instructors may also want to consider *Freakonomics* by Stephen Dubner and Steven Levitt. If your institution requires a common reading, you should consider including it as a discussion tool for your class.

Readings should be discussed thoroughly and incorporated into class discourse. They can be the subjects for writing assignments and class examinations. Encouraging reading for pleasure and information, for self-fulfillment and personal development can be one of the most powerful contributions made in this course.

II. Building Community

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A. Group Interaction Course (GIC)

One of the most popular required activities is a Group Interaction Course (GIC). Students report that it is a powerful experience. They report that its impact reaches far beyond the group challenges, class fun, and individual self-discovery that occur. It raises them to a new level of understanding about what college means. Often this occurs outside the classroom, away from campus, in a different environment, facilitated by experiential learning experts. The GIC becomes a metaphor for building community, valuing difference, seeking instruction, planning, dealing with criticism and failure, focusing attention, managing time, and many other things related to college success. If you have access to this type of exercise for your students, you are strongly encouraged to utilize it.

B. Service Project

A service project can advance class goals, especially community building and discovering resources associated with your institution. Furthermore, service projects can strengthen helping, communication, and coping skills. They can broaden perspectives, develop human-interaction skills, and teach first year students how to handle new kinds of responsibility. Service learning can help students identify and define future student and life roles. If you decide to undertake a service project, experience shows that these work best when performed as a whole class.

III. Strengthening Learning Skills

A. Learning Skills

Students regularly report that they have to improve their learning skills in order to succeed in college. Anecdotal evidence suggests that many first-year students continue to use the same approaches ("tools") that worked in high school—even though they do not always work in college. With this in mind, learning skills should be addressed more directly in the course in order to prepare students to be successful in their studies and beyond. Consequently, it is not unusual to require the introduction of note taking skills, test taking strategies, and college reading strategies. The P.O.W.E.R. Learning textbook and this Instructor's Resource Manual offer numerous useable approaches.

Learning-skills activities should be woven together throughout the semester with other course objectives. Practicing note taking during a lecture on institutional history offers one possibility: consider introducing new reading strategies while studying collateral reading (perhaps the text from another course). Strengthening learning skills equips students with more and better "tools" for success in college and on the job.

B. Use of the Library

Students must learn how to use the library and/or information commons if they want to succeed in academics. Students will benefit throughout their educational career and professional lives from this initial introduction. It can best be accomplished by integrating a library research component into at least one class assignment. Given your campus resources, student might be asked to complete an online library tutorial quiz. It could be that a public or community library is available. Instructors should contact library staff to develop relevant assignments requiring use of library resources. If possible, library personnel should introduce students to resources available online and then support their individual research efforts. The goal is to show first-year

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students how to make use of modern library resources for both general information and discipline specific purposes. At a minimum, students must learn how to locate books, journal articles, reference materials, and use electronic databases.

IV. Managing Transition

A. Time Management
School, family, and work determine the lives of your first-year students. Even if your institutional program is a full-time commitment, it does not mean that your students will not face competing priorities. This can be challenging for first-year students. Accordingly, these classes are an excellent venue for addressing effective strategies for time management.

B. Wellness
First-year students often overlook the importance of wellness in their success strategies. Experience shows that students who do not employ proper wellness strategies often get derailed during their first semester. Freshman Seminar/Student Success must confront wellness issues beyond visits to a doctor. Stress, personal health, sexually transmitted diseases, and responsible alcohol and drug decision-making, as well as personal safety, should be addressed. We cannot ignore or downplay the importance of these topics in student success.

C. Money Management
Learning to manage money is one of the most difficult challenges students in college face. Even if students receive scholarship or grant funds while supplementing their income with money from a job, they may not have very good financial management skills. Living on a limited budget, avoiding the lure of credit cards, and establishing a good credit history are challenges for most. Decisions made now may strongly affect their financial future. Freshman Seminar should address the important issues of budgeting and establishing or maintaining good credit.

V. Discovering the Institution

A. Campus Involvement
National studies show that students succeed at higher rates when they are actively involved in campus life. Involvement can, of course, be carried too far, leaving no time for academic or personal life. But modest involvement can make an important difference. As a result, Freshman Seminar/Student Success instructors often require students to become involved in one campus organization of their choice during their first semester. There is a wide range of options, including official clubs, intramural sports, religious activities, or perhaps even campus employment. Selection should be preceded by a discussion of what constitutes a campus organization, criteria for involvement, pros and cons of involvement, and the overall benefits of membership or participation.

B. Institutional History
Freshman Seminar/Student Success offers an opportunity to introduce first-year students to the past of your campus. This history presents a unique vehicle for discovering identity and understanding your institution's purpose. Talking about history usually comes later in the semester, after other more basic things like community building, transitions, and learning skills

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have been introduced. Some instructors have scheduled the history session around a campus gathering (alumni talk, President's speech) to add substance, flavor, and context to a student's early institutional experience.

C. Institutional Events

If the institution has a series of events, talks, or activities that are available to students, it is useful to include them in your course planning. Some campuses hold a Convocation or Convening early in the term. Others have a Community Awareness Day or Career Fair. As these opportunities are important enough for the institution to support them, they should be used as relevant learning opportunities for your students. Include them in your course planning and determine how you will assess student participation while attending these events.

VI. Broadening Horizons

A. Myers-Briggs

The Myers-Briggs Type Inventory is the most widely used personality assessment instrument in the world. It is not a diagnostic tool for psychological problems or a scale of positive or negative behaviors. It helps students understand human differences and preferred styles of learning and behavior. Further, it gives them a vocabulary for discussing difference. The MBTI can assist students meet the challenges of the classroom and campus. It can be a very powerful teaching and motivational tool with first-year students and can be connected with learning skills, diversity issues, understanding professors, roommate problems, relationship issues, career exploration, and a host of other course topics. A minimum of one full class is needed to explain and demonstrate the concepts. Assignments utilizing MBTI can be integrated into other topics throughout the semester.

B. Cultural Events

Cultural experiences can be an important part of an education. Freshman Seminar/Student Success students are expected to attend at least one institutional or community-based cultural event. If your institution provides a class budget, a portion could be used to support ticket purchases for cultural events. Integrate the event you or your class chooses into your class themes. Explain to students the value of cultural events in building community, broadening horizons, expanding an appreciation of diversity, allowing the discovery of institutional and community resources, and enhancing the understanding of what an education means. Attending a cultural event might be a convenient time to organize a meal with the class.

C. Learning Communities Involvement

Learning Communities are an academic construct that intentionally link courses and students. Linking a Freshman Seminar/Student Success class with one other academic class can support community building, provide an additional place to implement learning skills, and enhance the academic attainment of students. In the best situation, students are co-enrolled in one or more classes together, class activities are coordinated, and instructors (and academic advisors/coaches) meet periodically to talk about student progress. Students are often more successful and feel more connected, supported, and engaged. Faculty learn to share and interact in new academic ways. If your institution provides such curricular frameworks, they can truly expand the impact of this course in valuable ways.

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D. Majors and Career Planning

Retention research has clearly demonstrated a correlation between career development and graduation. A clearly thought out career path can provide the focus, motivation, and determination needed to persevere to graduation. Therefore, it is important for Freshman Seminar/Student Success to address major and career development issues. This can be done with textbook or online assignments, by visiting institutional career center or community-based employment offices, or by inviting speakers to your class. Academic advisors/coaches are also equipped to facilitate this component in connection with developing a degree completion plan. The career component of your course could result in at least three activities:

1. Introduction to online career resources from the institutional career center or community-based employment's website and the online *Occupation Outlook Handbook.*
2. Visit to the institutional career center or community-based employment office to explore educational requirements associated with specific careers.
3. Discussion of or development of a professional resume.

E. International Programs

Understanding the world is more important today than ever before. Global events and trends shape work, elections, and the future. Learning about the global society can occur in the classroom, but a more powerful and increasingly viable way of discovering our world is to study or work abroad. Introducing the idea of developing international awareness is crucial to future work-related success. Suggest that students research their intended job as it exists in another country or to learn about possible international internship opportunities. More than ever, an understanding of international similarities and differences can prove extremely useful in the work environment.

F. Appreciating Diversity

If we are to begin preparing students for an increasingly diverse world, we must address this issue in Freshman Seminar/Student Success. Appreciating human diversity, whether it is racial, ethnic, gender, national, or physical is part of becoming an educated person today. This course supports this goal wholeheartedly and encourages every class to explore issues of diversity.

G. Academic Integrity and Professional Ethics

Professional ethics and integrity are becoming more and more important in today's complex world. Expectations are rising with each revelation of poor judgment, illegal behavior, or questionable practice. As the first step toward preparing young professionals, each class should discuss the institution's academic integrity code, including its implications for today and tomorrow.

H. Liberal Arts Education

First-year students know very little about what it means to be a liberally educated person. They enter college without clearly understanding the goals of higher education. This course can assist students in understanding the goals of a liberal arts education, the importance of academic integrity, the rituals and celebrations of the academic world (convocation), and the personal process of goal setting.

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SYLLABI EXAMPLES

Each section of Freshman Seminar/Student Success reflects the individuality of the faculty member who teaches. We have included several examples of course syllabi from a variety of sources, including copies from our own most recent experiences teaching this course.

FRESHMAN SEMINAR US 1150
TUESDAY/THURSDAY 9:30 – 10:45 A.M.
SEMINAR SYLLABUS

This Freshman Seminar class is part of a Freshman Learning Community and is linked with HIS 110 (World Civilizations) taught by Dr. Rennie Brantz, brantzrw@appstate.edu on MWF 11:00 – 11:50, 103 Belk Hall.

Your academic advisor is:

FRESHMAN SEMINAR INSTRUCTOR AND PEER LEADER

Cindy Wallace	Josh Ammons
109 B.B. Dougherty	PO Box XXXX
262-2060	peer leader phone number
wallaceca@appstate.edu	peerleaderemail@appstate.edu
Home: XXXX (before 9 P.M. please)	

REQUIRED TEXTS:
Advising Planner
P.O.W.E.R. Learning, Robert Feldman
Academic Planner (student calendar)
Freakonomics, by Stephen Dubner and Steven Levitt
New York Times

I. Seminar Purpose and Thoughts

The Freshman Seminar is a course designed especially for first-year students—individuals like each of you who are entering higher education for the first time. The basic goal of the course is to help you cope successfully with the demands of college and to make the best use possible of the challenges and opportunities with which you will be confronted. It is our hope that you, through the course of the semester, will gain a better understanding of yourself, your fellow students, your instructors, and the University community. Most of all, we hope this course will stimulate your desire to learn during your years at Appalachian and the years beyond. As a member of a Freshman Learning Community, you have a unique opportunity to develop strong relationships with fellow students and with faculty. It is our hope that the partnership of these classes will help extend important academic discussions beyond our classroom and help you develop into a skilled collaborative learner.

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II. Course Requirements/Expectations

Attendance: You are required to attend all class meetings. We will have regular class meetings beyond our scheduled class time. The success of the class depends on it. **Each student will be allowed only three absences.** Your grade will be lowered for each absence over the limit. We expect to be notified if you cannot attend. Any emergency absences should be explained to us as soon as possible. **Academic Integrity: I will follow Appalachian's Academic Integrity Policy in this course. Please read this policy. It is very important.**

III. Grading

This course will be graded on a letter grade basis. Your grade will be determined by participation, attendance, and your written work on required papers, exams, quizzes, and a presentation. The grading will be divided into four (not necessarily equal) parts:

PART I. **Participation and attendance:** We will have approximately 30 meetings of this class; some meetings will be scheduled outside of our Tuesday/Thursday routine. You are expected to be in class, to be prepared, and to participate.

PART II. **Quizzes, presentations, papers, admit cards**: At different times during the semester, we will assign papers based on topics discussed in class or on cultural programs we attend. We will also have a few quizzes or exams during the semester on class readings, speakers, or lectures. All written work should be kept in a binder that will be submitted at certain times during the semester and at the end of the semester as an academic portfolio review of your entire semester. You should have this binder with you in class everyday. All work—notes, admit cards, in class exercises, homework and out of class assignments—must be included. Admit cards, submitted as an e-mail, are due each Thursday. This e-mail should address the prompt specified in class by Cindy or Josh.

PART III. **Presentation and paper:** Our learning community will have a shared assignment based on modernization that includes a research project, which culminates in a group presentation and a paper. You will be evaluated and receive credit in US 1150 and HIS 1102. We will also share the *New York Times* project as part of our learning community.

PART IV. **The final project**: You will be asked to present a final project at the end of the semester. To this end, I want you to use the three-ring binder to keep all assignments (especially weekly admit cards and *New York Times* articles) and to create your Freshman Seminar portfolio. This project will be discussed throughout the semester.

IV. Reading Assignments: Assignments will be made from your text and other sources, as they are appropriate.

V. Course Topics and Outline: We want this course to be flexible enough to include both the topics we feel are important for your success at Appalachian and topics you feel a need to

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discuss. We would like your input and your help in planning the semester. The following topics are possibilities:

Section I. From High School to Appalachian: An Introduction to the Learning Community

- your living environment–residence hall life versus home life
- the University—what is it? What should it be?
- the University—background and history of Appalachian
- professors—who are they? Where do they come from?
- expectations and obligations
- academic regulations
- academic program planning

Section II. Understanding Appalachian: Surviving at Appalachian

- academic skills—note taking, test taking, study habits, computer skills
- time management
- cultural activities
- campus/community entertainment, involvement
- student organizations and activities
- assertiveness
- wellness
- creativity
- campus resources

Section III. Exploring Interests and Values

- discovery of self
- values clarification
- goals, dreams, service
- majors–career and majors
- becoming a lifelong learner, a world citizen
- tour and speakers, scheduled at your request

A detailed calendar for the class will be formulated by our joint effort during the second week of class and distributed to each student.

Several dates you should put on your calendar **NOW**:

Convocation	Sept. 8	10:00 A.M. (no classes until 12:30, Assessment Day)
Walk for Awareness	Sept. 6	9:00 P.M.
Open House	Sept. 20	5:50-7:00 P.M.
GIC	Sept. 13	4:30-7:50 P.M.
Service Project	TBA	TBA

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FRESHMAN SEMINAR
SCHEDULE OF ACTIVITIES

AUG	**23**	Introduction to course and to each other
	25	Name cards/schedule/goals for class Assignment: Chapter 1
	30	MBTI/Chapter 1 Assignment: Reading 2 – R3 – R7 Journal
SEPT	**1**	On Becoming a Better Student Assignment: New Connections
	6	**Walk for Awareness** (meet 8:45 p.m. in front of D.D. Dougherty) Study groups – First LC quiz Sept. 9
	8	**Convocation** (meet 9:45 a.m. NW entrance Holmes Center)
	13	**No class at 9:30** GIC at 4:30 p.m. (meet at Outdoor Programs/Broome-Kirk Gym)
	15	MBTI/time management/note taking Assignment: Chapters 2, 4, *Power Learning*
	20	**No class at 9:30** Open House 4:50 p.m./D. D. Dougherty
	22	Research project introduction–library visit
	29	Chapter 5 Power Learning/Preparation for history exam
OCT	**4**	First assignment due–Chapter 6 *Power Learning* & *New York Times* Advisor visit & planner
	6	**Majors Fair 11-2 pm, Grandfather Mtn. Ballroom, Student Union**
	11	**Fall Break**
	13	Mid-term assessment
	18	International education/campus and community involvement
	20	Capitol steps?
	25	**Homecoming Weekend**–Appalachian history & traditions
	27	Freshman play? Movie night?
NOV	**1**	Chapter 7 *Power Learning* Reading 24, R-97-99
	3	Chapter 8 *Power Learning*
	8	Wellness/personal money management
	10	(ASU vs. Lees-McRae women's basketball opener)
	15	Presentations
	17	Presentations
	22	Presentations
	24	**Happy Thanksgiving**
	29	Exam preparation
DEC	**1**	Review/evaluation/advisor visit
	6	**Last day of class**
	8	**Final exam: 3–5:30 P.M.**

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Freshman Seminar

US 1150-103

M-F 12:40 - 2:20 P.M.

Instructors: Dr. Dan Friedman
E-mail:
Office: 262-2028; 30 Whitener Hall

Peer Leader: Ms. Johnice Moore
E-mail:
Phone: peer leader phone number

PURPOSE

The purpose of this course is to help new college students make the transition from high school to college, both academically and socially. It aims to help students understand and meet the expectation and challenges of college and provides appropriate support and resources for students to be successful at ASU. It will help build academic and life skills, provide opportunities for personal growth, and establish new relationships.

GOALS

- ***Develop intellectual and academic competence***
- ***Establish and maintain interpersonal relationships (build community)***
- ***Manage transition***
- ***Broaden horizons and personal development***
- ***Discover Appalachian***

EXPECTATIONS

We expect that students will attend every class session, participate in meaningful ways, keep an open mind, and respect the opinions of others. This promises to be an exciting, engaging, and fun learning experience.

TEXTS & MATERIALS

- *P.O.W.E.R. Learning,* Robert Feldman (Purchase at bookstore)
- *New Connections*, Friedman, Marsh, & Brantz (Purchase at bookstore)
- *Iron & Silk,* Mark Salzman (Summer Reading)
- *Calendar / Day Planner* (Purchase one of your choosing)
- *New York Times* (available free in residence hall)

OUT OF CLASS REQUIREMENTS

- GIC- (Wednesday, July 13, 12:40- 4:00 P.M.)
- One (1) Outdoor Program Activity
- Discover Appalachian Day (Saturday, July 9)
- Two (2) Cultural Events:
  - July 9 at 8 P.M. An evening with Leahy (Farthing Auditorium)

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- July 23 at 8 P.M. Ladysmith Black Mambazo (Farthing Auditorium)

GRADING:

100 pts.	Attendance & participation	
50 pts.	E-mail journal (10 pts. each)	
275 pts.	Papers	
		-MBTI (100 pts.)
		-*Iron & Silk* (100 pts.)
		-*NY Times* Op-Ed (50 pts.)
		-Discover App. Day Reaction (25 pts.)
50 pts.	Quizzes	
		-*NY Times*/Current Events (30 pts.)
		-Syllabus (10 pts.)
		-*Iron & Silk* (10 pts.)
75 pts.	Misc. assignments	
25 pts.	Outdoor program trip	
100 pts.	Wellness presentation	
100 pts.	Final project	
775	Total Points	

GRADING SCALE:

93-100=A	90-92 = A-
88-89= B+	83-87= B
80-82= B-	78-79= C+
73-77= C	70-72= C-
68-69= D+	63-67= D
60-62= D-	Below 60= F

ATTENDANCE POLICY

You are expected to attend all class meetings and outside events. This is a seminar course in which attendance and participation are vital. Full credit will be given for perfect attendance. **Ten (10) points will be deducted from your attendance grade for each unexcused absence**. Also keep in mind that if you are not present, your participation grade will suffer. Summer school is a unique experience. Each summer class is the equivalent of two classes during the regular term. Therefore, with each absence you are missing twice the experience and work!

CULTURAL EVENTS & OUTDOOR PROGRAM

You will be required to attend two cultural events and one outdoor program during the semester. We will be attending the cultural events as a class (see above for listing of these events.) The final exam will ask for your reactions to these events.

E-MAIL JOURNAL:

You will be required to submit an e-mail journal as a means of reflective writing. You are required to send one e-mail entry per week. Entries for the week are due by **Sunday at midnight**. We will give you a topic/prompt every Friday in class.

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Your journal entries should demonstrate considerable reflection and thought. They should be at least two paragraphs long. Simply describing your weekend will not suffice. You must think deeply about the issues that are affecting your life. Studies show that first-year students who write in a journal cope more effectively with stress and are healthier than those who do not. In addition, the only way to enhance your writing ability is to practice. Thus, this journal will give you the outlet to reflect on your changing circumstances and to practice your writing. **Please send your entries to me (friedmandb@appstate.edu) and our peer leader (peerleaderemail@appstate.edu**).

PAPERS

Freshman Seminar is a writing (W) designated class. Therefore, you will be required to write several papers for this class. You will be graded on content, structure, grammar, and your ability to analyze or synthesize the material. All papers must be typed, double-spaced, and stapled. Please be sure to proofread your papers (or have someone else proofread them for you). Submitting papers with numerous typos or grammatical and spelling errors will significantly reduce your grade. The details for each paper will be handed out during the semester and will be posted on WebCT.

WELLNESS PRESENTATION

You will be divided into groups of three or four and be required to make an oral presentation on a wellness topic. Topics may include drugs, nutrition, safe sex/STD's, sleep, exercise, smoking, eating disorders, colds & flu, depression, and stress management. The presentations should be geared towards helping your fellow students The presentations must be about 20 minutes in length, use PowerPoint, have at least **five** sources, include a bibliography and outline, have an interactive component to engage your audience, and conform to proper presentation guidelines (to be discussed in class later in the semester). All group members must be involved and are required to speak.

New York Times

You are being provided a unique and special opportunity this summer. You will receive—free of charge—a semester long (Monday-Friday) subscription to the *New York Times*. Being an educated person requires keeping up with current affairs; thus, we will be using the *Times* as a "text" in this class. You will be responsible for reading at least the front page articles and lead editorial every day (Monday-Friday). We expect that this will probably take about 30 minutes a day. Random current events quizzes will be given throughout the semester. You will also be asked to write one op-ed piece during the semester in response to an editorial. You should choose an editorial that resonates with you—something addressing an issue that you care about and excites you. Your op-ed should be no longer than 750 words. An example will be given during the semester.

Iron & Silk

Every year entering first year students at ASU engage in a shared scholarly pursuit by reading a common novel. This year's selection is *Iron and Silk*, written by Mark Salzman. We will be discussing this book over two class periods. You need to finish reading the book by Friday, July 22. You will be responsible for writing a paper on this book, which will be due July 29. More details will be provided later.

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Appalachian State University
Freshman Seminar
U S 1150 134 4:00-6:45 pm Wednesday 143 D.D. Dougherty Building

Joni Webb Petschauer
Office: 100 D.D.Dougherty
262-3878 (office/leave message)
XXXX (home – call before 8 pm)
(petschaerjw@appstate.edu)

Dr. Francis T. Borkowski
Office: 421 Hayes School of Music
262- 7537 (office)
(borkowskif@appstate.edu)

Peer Leader: Emilie Guthrie –
e-mail: peerleaderemail@appstate.edu

Academic Advisor: Marcia Gaskill – x2167;
e-mail: gaskillmb@appstate.edu

History 1101 faculty member: Dr. Rene' Harder Horst – 262-7066
e-mail: horstrh@appstate.edu

TEXTS: *New Connections: A Handbook for Freshman Seminar*
P.O.W.E.R. Learning, Robert Feldman
Iron and Silk, Mark Salzman (summer reading selection)
ASU General Bulletin (received during orientation)
Advising Planner (received during orientation)

PURPOSE: Congratulations! You are a first year student in college and are among an elite group. Freshman Seminar is a course designed specifically for you with a goal of assisting you to make a successful transition from high school to university. As a member of a Freshman Learning Community, you have the unique opportunity to develop strong relationships with both students and faculty that will sustain you throughout your undergraduate career. During the course of the semester, we will engage in discussions regarding the reasons for a liberal education, the history and heritage of Appalachian, as well as develop a variety of academic success skills. It is our hope that we will provide a supportive group for one another and that the class will supply a provocative and stimulating agenda for your first semester as a university student.

PHILOSOPHY: We believe that successful students exhibit positive habits such as

1. Considering others feelings before speaking.
2. Arriving to class early and prepared.
3. Committing them to the creation of the very best work they can do.
4. Moving through their day with integrity.
5. Expecting and trusting your classmates to do their best work.

It is in practicing these habits that we indicate a value system that supports the individual character, which is necessary for a productive and useful society. We will view every aspect of this course through this filter of habits and values. We expect you to consider these qualities every time you act.

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FORMAT: This course is a seminar that is part of a Freshman Learning Community. All of you should be taking Dr. Rene' Harder Horst's World Civilizations course that meets from 9:30-10:45 A.M. on Tuesday and Thursday.

A seminar differs from the typical lecture format of most introductory courses. You are expected to *read, experience, question, and reflect* on all activities we undergo as a class. At times, we will present information in a mini-lecture format or will invite a guest speaker to provide "expert knowledge" but this is not the norm. More often, we will participate in activities and conversations that assist you in creating a strong start to your undergraduate education. Therefore, **appropriate, positive, active participation, and attendance are necessary.**

GRADING: This course provides a grade for three hours of general elective credit (not social sciences or humanities credit). **You will receive** 1 (**W**)riting designator, 1 (**C**)omputer designator, and 1 (**C**)ross (**D**)iscipline designator. The grade you earn results from the *day-to-day effort* you display as well as the *cumulative reflection of your work on tests, papers, and projects*. As faculty, we struggle with ways to account for both student differences and faculty expectations. "Bell curve" and quotes do not bind us. If all students earn "A's," then all receive "A's." The same is true of "B's, C's, D's, and F's."

And there are some distinctions between these grades. It is easy to make a "C" in this course–it takes intentional and consistent effort to make higher or lower grades. **Please read the following descriptions and think about your work in these terms.**

An "A" reflects that a student made outstanding contributions to the success of the course. They participated in class, turned in all assignments on time, attended outside activities and excelled on tests, in written work and in discussions–their attendance record reflects that this class was among their highest commitments. They learned and they helped others to learn.

The grade of "B" reflects that a student was reliable, consistent, and positive with regular and solid contributions to the success of the course. Students who make "B's" sometimes miss a class and sometimes have perfect attendance. The work is always completed, they attend all activities, and they perform well on tests. It is the quality of their presence that distinguishes them from "A's" and "C's."

Students who earn "C's" come to class regularly (one or two absences) and participate often in class discussions and occasionally present important ideas and insights. They usually complete all but a few assignments on time, attend everything but sometimes refuse to accept responsibility for their own decisions. Overall, they are successful students with admirable goals.

Students who choose to make "D's" are often distinguished by a couple of "tardy" arrivals to class, occasional absences (because of other priorities), one or two contributions to class and a rather laissez-faire attitude towards the activities and assignments. They might do well on tests or they might do poorly. In other words, the individual does not make it a priority to be a member of our seminar.

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The student who earns an "F" is detached and unwilling to change. We ask that students who believe they are in jeopardy of earning an "F" will meet with us as soon as they recognize this concern and see if we can come with a strategy to avoid this grade.

By the way, we assign "+ and -"s as they are appropriate.

REQUIREMENTS: You are required to attend all classes and activities (cultural/outdoor events are among these required activities). This is the first tool of academic success. Your final grade will be lowered for missing more than three hours of class.

IF YOU MISS AN HOUR OR ANY PART OF AN HOUR OF CLASS, IT WILL COUNT AS ONE OF THE THREE HOURS OF CLASS. These hours should be used for family emergencies and illness–I strongly recommend that you bank them for emergencies rather than spend them frivolously. For example, if you have a final grade of a B and you have four hours of absences, you will receive a B-; if you have five hours of absences, you will receive a C+, and so forth. Any emergency absences should be explained immediately (e-mail or call one of us). If there is an "in-class" assignment on a day that you miss, you will receive a "0" for that assignment. If it is an assignment that can or needs to be made up for your success with future assignments (not a quiz), then we will consider grading your make-up work and averaging that grade with the "0." By no means should you assume that you can "make-up" a missed assignment.

You can expect the following activities and assignments to be used to determine your grade. The points listed are the maximum that can be earned by completing a particular assignment.

- class attendance (on time) and participation (enthusiastic, contributing, and prepared) (10%) **BEWARE–JUST SHOWING UP DOES NOT GUARANTEE THAT YOU WILL RECEIVE A POINT**
- attendance at and participation in the following activities ***when they are scheduled on the syllabus or determined by the class***
    - Campus Resource Tour (5%)
    - Walk for Awareness (5%)
    - Convocation (5%)
    - Group Interaction Course (5%)
    - Campus Cultural Events (10%)
    - Service Learning Project (5%)
    - Parent Interview (5%)
    - Library Tutorial (5%)
    - Appal iMovie Project – team and/or attendance at premier (5%)
- 2 papers–with revisions (20%). Additional guidelines for these writing assignments will be provided when they are assigned.
  Paper 1–What does it mean to be an educated person? What behaviors, language, values, attitudes, and experiences are associated with someone who is educated? What role does a university experience play in the education of citizens? Who do you know and consider an educated person?
  Paper 2–What needs to be included in a university education? What courses, skills, experiences, and expectations would you require? Research the requirements of other campuses and compare these to Appalachian's

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requirements. What ideas would you recommend Appalachian keep, and what ideas would you take from other campuses?

Nothing can be turned in after Thanksgiving with the exception of admit cards and your final project. It is critical for you to do your own work. Do not collaborate with others on your papers, even if you attended the event together. We realize that such assignments seem simple enough and yet, we require a tightly organized, creative and insightful response. Our goal is not to be difficult but rather to give you significant experience addressing issues such as this so that you may improve your writing skills for essay questions and "job reports."

There are no extra credit assignments. We hope you will spend your time working on the above activities rather than seeking extra credit assignments to make up work you missed.

COURSE TOPICS AND OUTLINE: There are several topics that we believe are important to this course but there is a great degree of flexibility regarding the order of presentation. We will seek your input as to the order of things to come, based on your needs and knowledge. Below is a ***tentative*** course outline:

Wednesday (8/24)	Introduction to our course and ourselves; Expectations and Responsibilities; *The Atlantic Slave Trade*; Boundary Breaking; Paper 1 Assignment: What does it mean to be an educated person? (5 pages–due 9/7)
Wednesday (8/31)	Walk for Awareness video; GROUP INTERACTION COURSE meet in classroom at 4 P.M.. Activity: 4:30-8:30. Class is extended on this day.
Tuesday (9/6)	**WALK FOR AWARENESS—MEET ON SANFORD MALL-9 P.M.**
Wednesday (9/7)	Convocation; Campus Resource Tour information; Work on History exam questions
Thursday (9/8)	**CONVOCATION—Meet in front of the John E. Thomas Building (with the two flames) and walk with Emily to the Convocation Center at 9:40 A.M. REQUIRED ATTENDANCE.** The ceremony will begin at 10:00 A.M. in Varsity Gym. Classes are cancelled from 8-12:30 P.M. so that the academic community can attend. You are required to attend this event for this class. The speaker is Mark Salzman–the author of the summer reading book, *Iron and Silk*.
Tuesday (9/13)	**Open House and Campus Resource Tour–5:25 P.M. meet in Lobby of D.D. Dougherty (5:30-6:50 P.M.)**
Wednesday (9/14)	Time Management; NT; Service Learning Introduction; History Test; Rewrites due for Paper 1

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Saturday (9/17)	**THE RIVER SWEEP–OUR SERVICE PROJECT**
Wednesday (9/21)	Learning Styles; Debrief the River Sweep; Alcohol Awareness; TT
Wednesday (9/28)	Library Tutorial; *The Shawnee Prophet*; Parent Interview; Assignment: What should be included in a college education? (5 pages—due 10/19)
Wednesday (10/5)	**United States Marine Corps Band 8 P.M.–Farthing Auditorium**
Wednesday (10/12)	Academic advising with Marcia; study abroad; library tour
Wednesday (10/19)	Appalachian history; conducting
Wednesday (10/26)	Roommates; values; registration; *Lest Innocent Blood Be Shed*
Wednesday (11/2)	**Jazz Concert 8 P.M.–Rosen Concert Hall**
Wednesday (11/9)	Class hike and dinner at Frank's; discussion about book
Wednesday (11/16)	The Meaning of an Undergraduate Education; Rewrites due for Paper 2
Wednesday (11/30)	Schedule adjustment with Marcia; last class

OUR FINAL EXAM PERIOD IS TUESDAY, DECEMBER 13 FROM 12-2:30 P.M**.**

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ENGAGING YOUR STUDENTS WITH P.O.W.E.R.: TEACHING THE TEXT

In "Our Teaching Philosophy," we have shared what we believe to be the essence of good teaching. Building academic community is at the heart of that philosophy. To build that community, instructors should focus on ways to use course content that will promote an active demonstration of knowledge by their students.

It is a goal of this Instructor's Manual to provide you with a variety of teaching techniques and ideas to enhance the learning process of your students. "Teaching the Text" is devoted to chapter-by-chapter notes that suggest ways to engage your students in the active process of learning and building an academic community.

Pay particular attention to four sections in "Teaching the Text," which provide activities and thoughts about teaching:

- Section IV. Classroom Activities and Assignments
- Section V. Using the P.O.W.E.R. Learning Process in Your Instruction
- Section VII. Continuing the Conversation Beyond the Classroom
- Section VIII. Classroom Activities to Support Teaching This Chapter

Bob Feldman states early in the *P.O.W.E.R. Learning* text "good students are made, not born." So, too, can this statement be applied to teachers? There is an extensive body of literature in higher education about the importance of actively engaging students in learning.

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STUDENT ASSESSMENT

Assessing students with traditional grades in Freshman Seminar/Student Success courses is a difficult task. The very nature of this course does not lend itself to the standard testing procedures. As we move to consider the learning outcomes in assessment, it is important to consider such measures as portfolios, capstone projects, and works that speak to creative endeavors.

Throughout the "Teaching the Text: Chapter-by-Chapter Notes," we suggest using methods such as a variety of assignments that evaluate writing (admit/exit card, journal reflections), group work, presentations, and others as they seem appropriate. Additionally, we want you to know about other ways to learn more about how your students think and how they can articulate what they know. We are particularly appreciative of those assessment activities that allow students to practice their developing skills on a daily basis. In this section, you will find:

Example of Regular Review
Examples of Alternative Final Exam Options
Examples of Closure Activities

STUDENT ASSESSMENT: EXAMPLE OF REGULAR REVIEW

The Informal Quiz
(developed by the Office of Supplemental Instruction at the University of Missouri at Kansas City)

Use scrap paper or half sheets.

Move quickly through the quiz.

Ask a majority of questions requiring short answers.

If there are students who aren't writing answers, say "If you don't know the answer, write the question so that you will remember what it was you didn't know."

Compose a maximum of ten questions.

Questions should be comprehensive, covering concepts the instructor wants the students to understand.

Questions on familiar material can be varied, i.e., the following:

"The answer is _____; what is the question?"
"I can't think of any more. Does anyone have a question I might ask?"

Most questions should not be difficult, but should emphasize recall of key points or of minor points related to key points. One or perhaps two questions should require use of higher-order thinking skills.

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In answering questions, be sure to ask who would like to answer a question–any questions. When calling on students, ask something like, "Which question do you wish to answer or have answered?"

Call on the weakest students first, whenever they have raised a hand.

Restate the question before the answer is given.

Don't argue if someone wants to answer a question that has already been answered. Students will protest; teacher can say, "Just because the question has been answered doesn't mean it has been used up."

Find something complimentary to say about wrong answers, like "That's a very good guess. If I weren't sure I might have guessed that."

Keep it light and short.

STUDENT ASSESSMENT: EXAMPLES OF ALTERNATIVE FINAL EXAM OPTIONS

The Symbolic Gift

Our final exam provides an opportunity for each of you to present the most powerful idea, concept, an/or tool which you believe next year's first year students need to have in their possession to coming on campus.

Look at the syllabus, go through your notes, and consider your journal entries and our class discussions as you decide your gift to the class. You are expected to give a nine- to ten-minute presentation, which is informative and engaging. Furthermore, you are to create or find a physical symbol for the idea/concept/tool that you intend to give. Poems are fine, provided they are your own, are meaningful and not "sappy." I have always been impressed by the creativity students have expressed in their gifts. One student gave the class a pair of wings (she made them and brought them in) and shared an inspirational quote and spoke to the events in her life and the experiences in the course that made this appropriate. Another student gave the class a one-act play which she wrote, directed, and acted for us. Another student gave the class a painting entitled "During your first year, you will discover what color you are" and she discussed how and why she was lavender.

There are no limits to your gift except the time in which you give it and making sure there is some physical symbol that can be left behind for me to show next year's class. (If you paint a symbol… be prepared to leave it.)

Grading: Each of you will be given a specific set of criteria by which you will evaluate one another and yourself. I will provide a third evaluation. I will tally each of these scores, divide by three, and this will be your grade on this final.

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Mission Statement
(Developed by Dr. Randy Swing)

Develop a mission statement and goals for your college experience using the following steps:

Using 3 x 5 index cards, brainstorm possible outcomes of a college education (how you will change, what you will learn, skills you will develop. improve, etc.). Next, sort related items into groups and add additional cards as new ideas arise. Type an edited list to submit as part of the final assignment. NOTE: You are encouraged to form groups to accomplish this task. When a group performs work, it is appropriate that names of all group members be noted on the final product.
Create an academic SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). For this assignment, focus on SWOTs that directly impact your success in college. Review the following materials from our class discussions:

The course textbook
Institutional Mission Statement
18 goals for an undergraduate education
Weekly reaction cards

Your SWOT analysis should follow this format:

Internal Environment (Who I am)

STRENGTHS	WEAKNESSES
Strengths that lead to academic success	Academic skills you need to develop

External Environment (Institution, Family, the World)

OPPORTUNITIES	THREATS
What is available or will become so	What will hold you back or limit your progress

Building from Step 2, write at least 15 goals for your college career. These goals might utilize strengths or overcome weaknesses. Goals should be realistic.

The last step is to write a personal mission statement for your college career. This will combine your goals, SWOT analysis, and personal ideas about higher education.

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A Letter to Next Year's First-Year Students

General Instructions. The final examination in this course will be a letter to next fall's class. What are the formal instructions?

1) The letter must be dated.
2) It must begin "Dear 2___ (appropriate year) First Year Student"
3) It may not exceed two typed pages.
4) You must sign it.
5) It is due at the final exam period.
6) It must include a discussion of the following items.

1. **Introduction.** You should introduce yourself to next year's first-year student, explaining briefly where you are from, what high school you attended, what you liked best about high school, why you chose this campus, and what you are planning to study or major in on our campus. In addition, I want you to explain one or two new things that you have discovered about yourself during this semester.

2. **Transitions**. Next, I want you to explain what for you were the most difficult transitions in your move from high school to college. You might want to focus on life in the residence halls, meeting new people, roommates, adjusting to college classroom expectations, managing your time, elevated stress levels, money management, etc. In the process, note ways in which the college, fellow students, Freshman Seminar, parents, or faculty members who have helped you make transitions.

3. **Discovering Our Campus**. Another goal of our course has been to discover the full range of educational opportunities on campus, support services, and institutional history. I would like you to briefly explain to next fall's first year students the most important things that you have learned about our campus in these categories.

4. **Learning Strategies**. I would also like you to explain which learning strategies that we studied this semester helped you the most (no more than three). Also explain how you plan to make use of them next semester.

5. **Broadening Horizons**. Throughout the semester we have explored new areas and broadened our horizons, especially in the cultural area. I would like you to explain how one of the cultural events we attended this semester broadened your horizons. Included in this section should be a comment about why cultural events are considered such an important part of a university education and how they bring different academic disciplines together into a single experience.

6. **Becoming an Independent Learner**. Finally, I would like you to explain three or four ways in which you have changed or risked change over this past month. (This could be personally, academically, socially, in attitudes toward college, feelings toward your family, understanding of what it means to be an educated person, etc.) Have you become an independent learner in the process? Why or why not?

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Please write your letter in an easy friendly style, paying attention to correct spelling and grammar. Illustrate your general statements with examples whenever possible, utilize logical transitions from one topic to another, keep the entire letter in essay form, and try to be as concise and clear in your comments as possible.

STUDENT ASSESSMENT: EXAMPLES OF CLOSURE ACTIVITIES

The final meeting of your course is as important as the opening day. On the first day you introduced yourself and your goals, modeled your class format, and sold students on the value of Freshman Seminar/Student Success. Now it's time to remind students of what they have learned and experienced, of what they have done and how far they have come. It is time for a powerful closure, one that fits with your class and personal style, one that sums up or expresses your collective experiences. No single closure is right for every class, but as you prepare for closure during your final examination period, you might want to consider one or more of the activities listed below. Closure activities may or may not be graded but any time students synthesize their experience, you will find yourself making judgments about their thinking. These closure activities have worked for faculty in the past, and they might trigger new ideas or twists that will work in your class.

The Hot Seat

This is a sharing activity designed to reinforce a sense of community, mutual trust, caring, and lasting communications. The instructions set a serious tone for this exercise, encouraging everyone to remain involved and to be honest in his or her participation. The class sits in a circle with a chair (swivel chair preferably) in the center. Each student is then invited to sit in the "Hot Seat." The person has 60 seconds (longer or shorter if you want) to say anything he or she wants to say to the class or any individual in the class. The rest of the class must remain silent and listen to the comments. Then for two to three minutes anyone in the class can say anything he or she would like to the person in the "Hot Seat" and that person cannot respond. Extroverts will volunteer first, but eventually even the quietest and most reserved member of the class will step forward. The experience may be most powerful for those who wait to the last, so don't let anyone off or hurry the final participants. It is a powerful closure experience.

Good-Bye Tapes

Students create relationships in Freshman Seminar/Student Success that go beyond those created in more subject-oriented classes. Acknowledging the "end" to class relationships in a personal way reminds students of the need to say good-bye to other friends, family, and classmates. By showing the endings to several popular movies (*The Hunger Games, The Martian, Selma, The Fault in Our Stars*) you can set the stage for a very powerful discussion of what it means to say good-bye. It provides a fitting setting for reviewing and evaluating what the classes and student relationships mean. Allowing good-byes to be said also gives strength to the concept of saying hello in the future.

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Mail Box

This activity involves each student writing a note to all other students in the class expressing their thanks, thoughts, or wishes for that person. This takes about 40 minutes and can be done in conjunction with other closure activities or evaluations. Faculty members should encourage students to read these notes immediately and then put them away to be read later. The final expression is a powerful way for students to remember each person in class.

Symbolic Gifts

Each member of the class prepares a fantasy gift (object, values, people, ideas, etc.) for everyone in class or for next year's first year students. They may present these or some tangible symbol of this gift to others in the class. They may be asked to stand in front of the person to whom they are giving these symbolic gifts and hold eye contract with them during the process. This closure activity allows students to be as creative as they want. Some prompting and suggestions from the instructor can help get things going. You may even want to liven it up by creating a mythical "fountain of gifts" in the center of the room from which these symbolic gifts can be drawn and delivered.

Becoming

In this closure activity, students are given paper and pencils and are instructed to write their first names in large block letters on top of their piece of paper. Then they are asked to complete the following sentence in as many ways as they can: "I am becoming a person who…" When everyone has finished, students mill around silently, reading each other's sheets, then leave.

Eye Contact Circle

The group stands in a circle and one member goes around the circle in a clockwise direction, establishing eye contact and verbally communicating one way with each person. The student returns to his place so that each class member can tell the student something. Having the second person follow the first around the circle can speed up the design, the third follow the second, etc.

Meaningful Quotes

In this activity, class members select one or two meaningful quotes from *1984* (or whatever book they read), and explain why the quotes are so meaningful to them.

Personal Mission Statement

In this exercise, started the last week of the semester, students are asked to develop their own personal academic mission statements (similar to those in the long-range plan and college catalog). During the final period students share their mission statements.

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Your Last Statement

Each member of the class is asked to present a short statement about themselves. Assume that this is the last thing he or she would ever be able to say. The result is a powerful statement of who the student thinks he or she is at this point in life.

As the above suggest, there are numerous ways to organize closure in Freshman Seminar. Many faculty members put several activities together to achieve the kind of closure they are after. Some combine a going-away party, film, and other activities. Others try to join the "Hot Seat" and "Good-Bye" films. Still others collect final projects, have a final exam, administer student evaluations, or use the session for debriefing or feedback. Whatever approach you are planning, make it as effective and as powerful as your opening day.

COURSE EVALUATION

Constant evaluation offers the only way to find out if students are learning what we are teaching. Freshman Seminar/Student Success instructors often adjust their course direction based on mid-term or end-of-the-semester evaluations. Course evaluations provide the program director with indicators of what is working and what needs attention. Knowing the nature of the required course evaluation also provides instructors with the criteria on which they will be evaluated. Finally, evaluations from past years remind us of how successful instructors have been from year to year, and they set a standard for future classes. Following you will find:

- Examples of midterm evaluations.
- Example of a final course evaluation.

Midterm Evaluation (Example 1)

I. Purpose of Midterm Evaluation

It is always wise to start an evaluation with a purpose. Doing an evaluation just for the sake of an evaluation makes little sense. Once you arrive at a purpose, then you can begin to evaluate whether you have reached that purpose. One central purpose might be to improve the course. This might include determining how effective the course is for the students. Is it meeting their needs, assisting them in other classes, helping them become independent learners, and instilling confidence in their ability to succeed? Or the purpose of the evaluation might be to elicit suggestions about how you could be a more effective instructor. Or you might want to simply encourage students to give more honest feedback.

Whatever your purpose for evaluating at midterm, one technique that is guaranteed to produce powerful results is the midterm evaluation. It can be a little risky, but it can also be a very powerful way of allowing students to buy into your course for the second half of the semester. It can give you honest, open feedback and the opportunity to demonstrate your confidence in the class.

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II. Procedure

1. Using index cards or in an e-mail or web portal, ask students to list anonymously two things—topics and activities— that they particularly like about the course.

2. Using another card, ask students to list anonymously two things that they don't like about the course: instructor, activities, atmosphere, assignments, workload, grading, etc.

3. Collect the cards or compile the comments and read the non-repetitive comments to the class, making certain to devote about as much time to the complaints as to the positive statements. The key to the success of this kind of evaluation will be reading candid criticisms of yourself and your class out loud without commenting or responding or seeming to dismiss student comments as trivial. Perhaps a nod, an acknowledgment of its importance will suffice; in some cases, probably no comment will be best. This amounts to your recognition before the entire class that you are interested in their feedback that you are listening.

4. The final step is to ask students for assistance in developing the course agenda for the rest of the semester. Using index cards again (or whatever platform works for you), ask students to list two to three things that they need. Ask them how this can be delivered most effectively. Be certain to read some of the suggestions out loud to the class and incorporate a few of them openly into your class schedule for the second part of the semester. (You might prep them for this part of the exercise by raising a number of questions that invite comment. For example, should your teaching style be varied? Are ideas being communicated effectively? Should the class be more interactive? Would more guest speakers be appropriate? Are more in-class demonstrations needed? Is more time needed for sharing, conversation, or feedback? Is the workload overwhelming? Do students understand the grading system outlined in the syllabus? There are numerous kinds of questions that you can develop that will elicit helpful feedback. The results will probably be open and honest because of your willingness to look in a straightforward manner at their reactions to the class.)

III. Results

What this kind of evaluation provides is a class temperature at midterm. It also offers an opportunity to build additional trust and openness with the class. This kind of open-ended evaluation will not serve as a definitive guide for reconstructing a syllabus, but it can provide you with an idea of where students are, how they view the course, and what their expectations are for the semester.

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Midterm Evaluation (Example 2)

II. Response Card

Your honest evaluation is requested. Please help me understand how to make this an outstanding experience for you and future students.

How has the teacher made this class boring/interesting?	**What contribution have you made to keep this class interesting?**	**How have the other students made the class boring/interesting?**
How much and how has/has not the teacher shown care and concern for you?	**What have you done to acquaint yourself with the teacher and "used" him/her to get what you want from this course?**	
Is grading policy clear and fair? Or not?	**I have/have not reviewed the class syllabus lately and do/do not track my grades.**	

State one important thing you have learned from this class.

State one important thing you still wish to get from this class.

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III. Midterm Evaluation (Example 3)

Student /Faculty Evaluation

Rate each of the following:

SA	A	D	SD
Strongly Agree	Agree	Disagree	Strongly Disagree

TEACHER **ME**

_____ Comes to class prepared _____

_____ Considers this class important _____

_____ Has made an effort to make the class fun _____

_____ Works at keeping class from being boring _____

_____ Gives energy to the class assignments _____

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Final Course Evaluation

Indicate the degree to which the following statements are descriptive of your experience in this course. Use the following scale:

A-Strongly Agree B-Agree C-Neutral D-Disagree E-Strongly Disagree

1. I entered college with well-developed and effective study skills.

2. This course increased my knowledge of services available to assist students.

3. This course helped me develop effective time management skills.

4. This course helped me develop new friendships with other first year students.

5. This course introduced me to cultural and artistic activities.

6. This course helped me understand the goals of a college education.

7. This course helped me take responsibility for my education and my personal growth.

8. Freshman Seminar helped me improve study skills

9. This course has increased my knowledge of the history of our institution.

10. I would recommend this course to other first year students.

11. The instructor was well prepared for class.

12. Grading was fair and clearly explained.

13. Course material was appropriate for this class.

14. I felt comfortable discussing questions and problems in class.

15. The instructor showed caring and concern for me.

16. I visited the Freshman Seminar/Student Success home page or learning portal.

17. I completed one or more written papers and received feedback.

18. I applied skills and information learned in Freshman Seminar/Student Success to other courses.

Optional

If your class had a peer leader, please answer the following:

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19. My peer leader made important contributions to our class.

If your class participated in a service project, please answer the following:

20. Volunteering in the community is important.

21. Participation in a service project was a valuable component of my Freshman Seminar/Student Success.

If your class was part of a linked course or learning community experience, please answer the following:

22. Being co-enrolled in two or more courses with a group of classmates has led to relationships that support my academic success.

23. I would recommend a learning community experience to other first year students.

Please comment on each of the following questions. Write your answers on this page in the space provided.

What activities and experiences did you find most valuable in this course?

What activities and experiences did you find least valuable in this course?

What suggestions do you have for changing or improving this course?

Please comment on your instructor's strengths and weaknesses.

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LEARNING

7e

Chapter 2

MAKING THE MOST OF YOUR TIME

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Time for Success – Prepare

- Time management allows more time to do the things we want to do
- Create a time log to show how you are spending time throughout the day
  - Include your interruptions
  - Be specific
  - You may be surprised where your time is going!

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Time for Success – Prepare

- Identify the "black holes" that eat up your time
  - Phone calls and e-mails
  - Hobbies
  - Family obligations
- Set your priorities
  - What are the tasks and activities you need and want to do?
  - What are your priorities for *this* college term?

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Time for Success – Prepare

Priority	Ranking
Study for each class at least 30 minutes/day	1
Start each major paper 1 week in advance of due date	2
Hand in each paper on time	1
Review for test starting a week before test date	2
Be on time for job	1
Check in with Mom once a week	3
Work out 3x/week	3

figure 2.1
Sample List of Priorities

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Time for Success – Prepare

- Identify your prime time
  - Are you a morning person or a night owl?
  - Schedule your priorities accordingly.
  - Don’t be a slave to your internal time clock. Look for other productive times during your day.

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Time for Success – Organize

- A master calendar
  - It should show all the weeks of the term on one page
  - Include assignments and activities from your personal life
  - Schedule days off for free time

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Time for Success – Organize

- A weekly timetable
  - It should include all the days of the week at the top, and the hours on the side
  - Include class and work times, as well as family activities and appointments
  - Schedule study time

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Time for Success – Organize

- A portable daily to-do list
  - Include things you *must* do – scheduled events
  - Add things you *should* do – studying, etc.
  - Finally, add other, lower-priority things

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Time for Success – Work

- Control your time
  - Manage surprises
  - Just say no or find compromises
    - You don't have to agree to every request
    - Find ways to help others without compromising your time
  - Get away from it all
    - Library
    - Coffee shop
    - Unused classroom

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Time for Success – Work

- Try silence
  - More effective to have total silence than background noise
- Take an e-break
  - Silence the phone; turn off the computer
- Errands such as grocery shopping can be accomplished more quickly online or over the phone
- Anticipate surprises

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Time for Success – Work

- Combat procrastination
  - Break large tasks into small ones
  - Start with the simple tasks and then move on to harder ones
  - Work with others
  - Remind yourself what it costs to procrastinate
  - Just begin!

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Time for Success – Work

- Balance school and family demands
  - Organize child activities to complement your study time
  - Prioritize spending time with your family
  - Enlist your family's help
  - Find the best child care you can

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Time for Success – Work

- Balance school and work demands
  - Make to-do lists for school *and* work
  - Use downtime on the job to study, if allowed
  - Find out if flextime is a possibility
  - Accept new responsibilities carefully
  - Always keep in mind *why* you're working

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Time for Success – Evaluate

- Did you accomplish everything on your to-do list?
- Checking off completed items provides concrete reinforcement of what you have completed
- You may not accomplish everything on your to-do list, but always congratulate yourself for the things you have completed

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Time for Success – Rethink

- Rethink where you are
  - Do you need to prioritize differently?
  - Do you need to be more realistic with your time?
  - Reconsider your own personal time management style
    - Be consistent with what method you use
  - Plan for more or less depending on what you've been able to finish

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