Choosing Success 2nd edition Atkinson Solutions Manual

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CHOOSING SUCCESS
INSTRUCTOR MANUAL
CHAPTER 2: INTERACTING WITH YOUR COLLEGE COMMUNITY

The key to assimilation for students—and retention for the college—occurs when students feel like they've become a part of the campus. Although the college makes the first move in providing services and resources for students, the students must make the next move by making use of those services and resources. This chapter provides you the opportunity to highlight the specific resources and people on your campus that students need to know. It also provides opportunities for students to learn more ways to interact with campus resources and people effectively.

LEARNING OUTCOMES

In this chapter students will learn:

- how to use their college catalog and website
- how to access resources and services on campus
- who is who in their college community
- how to identify which organizations at the college fit their needs
- how to communicate effectively with your faculty
- how to communicate more effectively with others and resolve conflicts when they occur

VIDEO(S)

"Clown" (diversity training) Time 21 minutes preview
www.youtube.com/watch?v=PXfwUMAzpts
Focus: Addresses key diversity issues without offense. Your college library or HR department might also have or be able to purchase a copy.

"A Class Divided" Time 56 minutes
https://www.youtube.com/watch?v=D0qKDiq1fNw
Focus: Iowa schoolteacher who, the day after Martin Luther King Jr. was murdered in 1968, gave her third-grade students a first-hand experience in the meaning of discrimination. Discuss the story of what she taught the children and the impact that lesson had on their lives. What impact does it have on students in your class?

ANSWERS

Because *Choosing Success* teaches students to make wise decisions, answers to exercises vary. Use Socratic Questioning (separate folder) for assistance.

TEACHING SUGGESTIONS BY MODULE

I. Understanding the language of your school: catalog and website content.
- If possible, complete Activity 1 in a campus computer lab. If a computer lab is not available, you can display online website content in class for discussion and provide students with copies of your college's catalog to complete Part 2 of the Activity. Ask students to provide their answers to the group application. List these on the board and define as a class.

II. Campus offices, resources, and services
- Activity 2 helps students identify more generic resources on your college campus. Use Passport Activity. Ask students to identify what other places they have found useful. Next, ask what these offices do and where they are located.

III. Experiencing campus diversity
- Use Activity 3 as a community building activity. Activity 3 has 3 parts. Ask students to identify one person from each group to discuss the most interesting story they heard. Follow-up with one of the following:
  a. Video: A Class Divided
  b. Video: Clown
  c. In the Cards Activity

IV. Getting involved: joining campus groups
- Before completing Activity 4, ask someone from the student services staff or from the student government association to come talk to students about specific organizations and opportunities on your campus. Debrief using the Group Application.

V. Working with faculty
- Role play interaction with faculty and staff.

VI. Conflict resolution
- Role play interactions that involve conflict.

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ACTIVITIES

Icebreaker Before watching the video "Diversity", ask each person to complete the following phrase in writing: on this campus, diversity is… Collect and share anonymous responses with the class. After watching the video, repeat the activity with the following prompt: Based on what I saw in the video, my ideas about diversity on this campus are…

Campus Jeopardy Create a list of topics (e.g., Catalog, Organizations, Campus Resources, Campus Offices, Campus Services) with 4-5 "answers" for each (e.g., name of organization for students interested in health careers; Building that houses the learning center; Where to go for math assistance). Students can form teams and play for points.

In the Cards Materials: deck of playing cards. Prior to class pull out as many cards as you have students in a class. About 1/3 of the cards should be an A, K or Q. About 1/3 should be 2, 3 or 4. About 1/3 should be 8, 9 or 10. Place the cards you withdrew on a desk in the classroom. Put a small piece of double stick tape on the back of each card. Stick one card on each student's forehead (yes, everyone will look silly together). Do NOT allow the student who is wearing a card see what it is. Tell students that "high cards" represent people you want to "be with". When they see someone with a high card, they should do or say anything (e.g., I like what you are wearing. Want to study together? Etc) to try to be with that person. If a person has a "low card," the student should avoid that person, pay no attention, ignore them, and walk off and so on. If a person has a "middle card," they are people that you don't necessarily want to be with or want to avoid. Do not verbally identify an Ace as a high or low card. Let students make that decision for themselves. Allow students to "interact" for several minutes. Stop the students and debrief. Ask students if they "knew" what kind of card they were. For some students, this represents their only opportunity to "be" the person everyone wants to "be" with or the person everyone ignores.

Passport Activity Create a "passport" activity where students get their passports "stamped" at each location they visit. Be sure to let someone in each location you use know that students may be coming by for information. This can be an opportunity for them to highlight and "sell" students their services.

5C Application Ask students to think of a specific example of a conflict situation. Divide class into small groups. Each group should choose one of the situations to role play. Suggest that they use the 5C approach to determine two other another communication choices they could have made as well as the consequences of those choices. Role play each approach and consequence. Which is the best choice? How would a person check the outcome of that choice?

Billy Joel DVD Activity: We Didn't Start the Fire What exists in our world, state, community, campus that divides us? Why? Although this activity is designed to illuminate concepts involved with the Cold War. But, you can use this activity and song to introduce our role in starting… and ending conflicts of all kind. Play Billy Joel's "We Didn't Start the Fire" (http://www.azlyrics.com/lyrics/billyjoel/wedidntstartthefire.html) and provide students with the lyrics (below). Ask students to create a list of concepts that relate to a type of conflict in their experience.

Classroom Assessment Technique As a class ending, ask students briefly respond to one or more of the following writing prompts: I was surprised to learn…; As the result of this chapter/class content, I plan to…; I learned…

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"We Didn't Start The Fire"

Harry Truman, Doris Day, Red China, Johnnie Ray
South Pacific, Walter Winchell, Joe DiMaggio
Joe McCarthy, Richard Nixon, Studebaker, Television
North Korea, South Korea, Marilyn Monroe

Rosenbergs, H-Bomb, Sugar Ray, Panmunjom
Brando, The King And I, and The Catcher In The Rye
Eisenhower, Vaccine, England's got a new queen
Marciano, Liberace, Santayana goodbye

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Joseph Stalin, Malenkov, Nasser and Prokofiev
Rockefeller, Campanella, Communist Bloc
Roy Cohn, Juan Peron, Toscanini, Dacron
Dien Bien Phu Falls, Rock Around the Clock
Einstein, James Dean, Brooklyn's got a winning team
Davy Crockett, Peter Pan, Elvis Presley, Disneyland
Bardot, Budapest, Alabama, Khrushchev
Princess Grace, Peyton Place, Trouble in the Suez

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Little Rock, Pasternak, Mickey Mantle, Kerouac
Sputnik, Chou En-Lai, Bridge On The River Kwai
Lebanon, Charles de Gaulle, California baseball
Starkweather, Homicide, Children of Thalidomide...

Buddy Holly, Ben-Hur, Space Monkey, Mafia
Hula Hoops, Castro, Edsel is a no-go
U-2, Syngman Rhee, payola and Kennedy
Chubby Checker, Psycho, Belgians in the Congo

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Hemingway, Eichmann, Stranger in a Strange Land
Dylan, Berlin, Bay of Pigs invasion
Lawrence of Arabia, British Beatlemania
Ole Miss, John Glenn, Liston beats Patterson

Pope Paul, Malcolm X, British Politician Sex
J.F.K. blown away, what else do I have to say

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Birth control, Ho Chi Minh, Richard Nixon back again
Moonshot, Woodstock, Watergate, punk rock
Begin, Reagan, Palestine, Terror on the airline

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Ayatollah's in Iran, Russians in Afghanistan
Wheel of Fortune, Sally Ride, heavy metal, suicide
Foreign debts, homeless Vets, AIDS, Crack, Bernie Goetz
Hypodermics on the shores, China's under martial law
Rock and Roller Cola wars, I can't take it anymore

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
But when we are gone
It will still burn on and on and on and on
And on and on and on and on...

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No, we didn't light it
But we tried to fight it

We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No, we didn't light it
But we tried to fight it

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CLASS ACTIVITIES MENU
(select as needed)

- Debrief Passport out of class activity
- Campus Jeopardy
- Clown video
- Icebreaker
- 5C Application
- Billy Joel DVD
- Discussion Questions
- Classroom Assessment

DISCUSSION QUESTIONS*

Additional Discussion Questions* are available on PowerPoints.

1. College orientation programs provide information about campus resources and services. If you were in charge of orientation, what would you want new students to know about your campus? Why?
2. Imagine you are designing an advertising campaign to market your college catalog. What features of the catalog would you use to market it?
3. What surprises you about diversity on your campus? Why?
4. Why don't more students join campus organizations? What could a campus organization do to attract you to join?
5. How would you describe interactions you've had with faculty on your campus? What could you do to improve them?
6. Some people seem to like conflict and others avoid it. What do you do in situations that involve conflict? Why?
7. What college places or terms (writing center, Dean's office, AA degree, etc.) were unfamiliar to you at this college? How did that make you feel? What might be the consequences of not knowing what he place or term is?

***can also be used for online discussion/see SOCRATIC QUESTIONING (separate file) for further assistance**

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