# MIDDLESEX COMMUNITY COLLEGE

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# Strategies for Success COURSE GUIDE

## Explorations in the Criminal Mind (ENG 100)

MIDDLESEX COMMUNITY COLLEGE
Strategies for Success
achievement ★ persistence ★ retention ★ engagement

Sponsored by the U.S. Department of Education Title III Grant, *Strategies for Success: Increasing Achievement, Persistence, Retention & Engagement*, 2008-2013.

# Title III Strengthening Institutions Project

## Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study.
Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.

## Contents

Introduction ..... 4

Part I: Reading Skills and Review ..... 6

Lesson Plan: Stated Main-idea ..... 6

Handout: Stated Main-idea ..... 7

Lesson Plan: Making Inferences ..... 10

Handout: College Reading ..... 11

Handout: Inference ..... 13

Handout: Inferences and Jay Leno's Headline News ..... 14

Lesson Plan: Annotating ..... 16

Handout: Annotating ..... 17

Handout: Sample Annotation taken from Bucks County Community College ..... 18

Part II: Readings ..... 21

Lesson Plan: Chapter 1 Study Guide – Case Studies in Abnormal Behavior ..... 21

Handout: Chapter 1 Study Guide ..... 23

Handout: Research Methods ..... 25

Lesson Plan: Teaching a "Think-Aloud" using the Middlesex Community College Honor Code ..... 26

Handout: Think-Aloud - Steps for Clearing up Confusion While Reading ..... 28

Lesson Plan: Nature and Nurture Discussion ..... 29

Handout: Nature and Nurture ..... 32

Lesson Plan: Practice Using Annotation and a Reading Log ..... 33

Handout: Reading Log ..... 35

Lesson Plan: Using a Reading Log for Comprehension ..... 36

Lesson Plan: Teaching Compare-Contrast Models of Writing Using Dave Cullen's essay *The Depressive and the Psychopath* ..... 37

Handout: Venn Diagram - Compare and Contrast ..... 39

Lesson Plan: "Talk-to-Text" Metacognition: Connecting Deeply with a Reading of *The Four Most Important Lessons of Columbine* ..... 40

Handout: Detailed Rubric for Reading Assessment ..... 43

Handout: Reading Metalog ..... 45

Lesson Plan: "Golden Lines"-- Metacognitive Reading and Connecting Deeply with a Text Connections--*I Will Never Know Why* ..... 46

Handout: Part 1: Golden Lines ..... 48

Handout: In-class Group Activity - Golden Lines ..... 51

Lesson Plan: Should You Ever Be a Snitch? In conjunction with "Audience, Purpose, Persona" ..... 52

Handout: Exercise on Audience, Purpose, and Persona ..... 58

Part III: Writing Activities ..... 59

Lesson Plan: Journaling ..... 59

Lesson Plan: The Purchased Paper ..... 60

HANDOUT: THE PURCHASED PAPER ..... 62

Lesson Plan: Cheating ..... 64

HANDOUT: A Nation of Cheaters ..... 66

Handout: Four Scenarios ..... 67

Lesson Plan: A Great Summarizing Technique--Read, Turn Over, and Write! ..... 70

Lesson Plan: Point of View—Shifting from First to Third Person ..... 72

Lesson Plan: Library Research Assignment: EBSCO, Gale & Noodlebib ..... 74

HANDOUT: Library Research Assignment: EBSCO, Gale and Noodlebib ..... 76

Lesson Plan: Analyzing Essay Exam Prompts ..... 79

Part IV: Student Success Skills ..... 81

Lesson Plan: People Bingo & Class Survey and Report ..... 81

Handout: First Day of Class Survey ..... 83

Lesson Plan: Using a Monthly Calendar ..... 86

Lesson Plan: Rubrics for Self Assessment ..... 88

Handout: Sample Rubric ..... 89

Lesson Plan: Anticipating Exam Questions ..... 90

Lesson Plan: Unit on Test-Taking ..... 92

Handout: Test-Taking Survey ..... 93

Handout: Learning Styles ..... 94

Handout: Effective Study Tools and Strategies ..... 96

Handout: Five-Day Study Plan Overview ..... 97

Handout: Tips for Taking Multiple Choice Questions ..... 99

Handout: The Six Hour D and How to Avoid It ..... 100

Lesson Plan: Dealing with Stress and Increasing Motivation ..... 101

Appendix: Sample Course Syllabus ..... 102

# Introduction

***Explorations: The Criminal Mind***

The catalog description of the course is: "This interactive and interdisciplinary course explores true crime, and ethical and deviant behavior. Students will learn to write in a variety of styles, genres, and perspectives in response to selected topics involving certain antisocial personalities, such as the bully, the sociopath, and the psychopath. Ethical theory, honor codes, and moral decision-making will also be explored. Important college success skills are embedded, which include critical thinking, communication, study skills, and information on college resources. This course is specifically designed for students who have taken or are taking ENG 071 (Basic Writing) and who need more experience with writing. It is not for those who have completed ENG 101 (English Composition I) or above."

*Explorations: The Criminal Mind* has been designed to incorporate the following college student success skills (CSSS)- Critical Thinking, Collaboration, Communication, Organization, and Self Assessment – as a result of a Title III grant. Development of these skills accounts for 25 percent of the *Explorations* course. The concept is to lead students to apply these skills as they learn the course content through repeated, scaffolded activities, so that they will develop into more successful college students, as a result.

This course, along with other Explorations courses at Middlesex Community College, was designed to be a college-level course for first semester students who are also placed into at least one developmental English or math course. It is to be experiential and to engage students in hands-on activities, but to also help students orient to the expectations of college by infusing the course with CSSS development. The focus of the content is to introduce students to a range of ethical and deviant behavior. Students will learn to discuss and analyze the development of personal and societal ethics and moral responsibility. They will also learn to identify and explain certain criminal personalities. Through a variety of textbook, journal, newspaper, and magazine readings, students will also learn to use reading and note-taking strategies to assist them in reading, summarizing, and analyzing challenging material. Furthermore, this course is designed to give students more writing practice, so lesson plans are included to promote this process.

This resource guide was designed to help faculty find models of activities designed to develop the CSSS, which they could adapt for their own class. As twenty-five percent of the course is devoted to developing these skills, 10 to 20 minutes of class time could be devoted to working on one or more of these skills each session. But each instructor will adapt these ideas to fit the contentbeing focused on in his or her course.

This guide includes several resources. First is a section on reading skills students may need to review so they can effectively comprehend and annotate readings. The second is the lessons which include specific reading strategies and activities for each. The third is devoted to writing activities which can be used in this course. Finally, there is a unit on student success skills which have been shown to impact student learning and retention.

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# Part I: Reading Skills and Review

## Lesson Plan: Stated Main-idea

**Submitted by:** Marilyn Black

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Demonstrate and understanding that writers often use a main-idea sentence in their paragraphs.
- Locate a main-idea sentence.

**Core Student Success Skills Addressed:** Communication, Critical Thinking

**Suggested Timeframe:** 25 minutes

**Materials:** Three Worksheets on Stated Main-idea

**Context within the Course:** early in the semester

**Instructions:**

1. Instructor reads students the handouts, explaining the concepts and their relevance when reading. Also tied into this is an explanation of a main-idea sentence and a thesis. Examples are given.
2. With the class, create a paragraph with a main-idea as the first sentence and as the last sentence using the following template:
3. *I want to travel to _____(as a group choose a location) for many reasons. (Now list three major details or reasons and then add minor details to each). After creating the paragraph, as a class write a summary sentence that mimics the (first) main-idea sentence. For example, In summary…..*
4. Instructors can assign paragraphs for homework using other templates. (My favorite restaurant….My worst boss…..A superb movie……)

**Assessment:** Reading quiz

## Handout: Stated Main-idea

### The Skill

The stated main-idea of a paragraph tells what the whole paragraph is about. The main-idea is a general statement that is supported by the details in the paragraph. So, a main-idea statement is a broad, inclusive statement that summarizes the details of the whole paragraph.

Finding the main-idea of a paragraph will help you understand what you read. Look for one sentence in a paragraph that indicates the point the author is trying to make, what the whole paragraph is about.

Read the following paragraph and note that the italicized **main-idea sentence** (also called the topic sentence) tells what the whole paragraph is actually about.

*It is clear that there is an advantage in buying off season*. The selection of items is not as broad, but that is a small inconvenience to the consumer. Automobiles and trucks are substantially less expensive in mid winter when car dealers are trying to clear out their inventory to make way for new vehicles. Seasonal items like snow blowers, skis, and skates are usually substantially marked down during the off season. Similarly, air conditioners, wading pools, patio furniture, and charcoal grills may be drastically reduced during the winter months if stock is still in the stores. Lastly, clothing from last year or last season will be priced low to sell fast. There are many bargains to be had in the clearance racks.

The **topic** of a paragraph is just the subject of the main-idea statement. It is merely a word or phrase, but not a complete statement. The topic of the paragraph above is *the advantage in buying off season.*

Remember that the topic of a paragraph is the person, place, or thing discussed in the paragraph. It is usually a word or a phrase. The main-idea sentence is a complete sentence that includes the topic and the point the author makes about the topic.

Note that the main-idea of a complete essay is called the **thesis**.

**Locations of the Main-idea Sentence**

Very often the first sentence of a paragraph is the main-idea sentence. Read the following paragraph.

*Of course, we cannot make time go backward in our physical world, but flashbacks in time do occur in certain situations*. Many novels and movies employ this vehicle to show the reader or the viewer past events from a character's life. These events often shed light on why a character acts the way they do now, or how they came to be the person they represent in present time. In addition, catastrophic events can cause trauma for someone who has witnessed or experienced violent acts. These people unwillingly relive the past traumatic event over and over in their mind. Lastly, hallucinogenic drugs can have a similar effect causing someone to have flashbacks, as well.

Sometimes the main-idea sentence is in the middle of the paragraph.

Ordering *a la carte* from a restaurant menu exemplifies one French term becoming part of our English lexicon. This term refers to ordering specific items, one item at a time. The diner chooses the main course, side dishes, and accompaniments separately. Secondly, we may refer to a government or organization with a hands-off policy as *laissez faire*. This means that there is little interference or regulation by the governing body. *Truly*, *the English language has adopted quite a few words and terms from the French language*. Have you ever executed a *faux pas*, or social blunder, in conversations? This term comes from French as well. Perhaps you have experienced the phenomenon of *déjà vu* where you enter a specific location and feel that you have already been there, although you can't remember exactly when.

Often the main-idea sentence can be found in the very last sentence.

Mint grows wild in many places and it can be easily transplanted to other locations. People have been adding fresh mint to soups and salads for years. Mint can be dried and stored in containers to be used later to season salads, soups, stir-fry dishes, meats, poultry, and fish. There is even a process to extract mint oil to add to dishes. Mint is commonly used in

beverages, as well. Many tea drinkers flavor their tea with mint or substitute dry mint for tea. Certain mixed drinks come with a sprig of fresh mint for enhanced flavor. The popular mint julep includes mint leaves, bourbon, and sugar. Mint flavoring is often added to hard candy and gum as well. *Clearly*, *mint is a most versatile plant.*

Sometimes the main-idea sentence is found in the first and last sentence.

*Systematic desensitization is used to help people deal with certain phobias or fears*. This process helps people to change their behavior by confronting their fear head on through a series of steps that brings them from a safe distance at first, and then leads them closer and closer to the feared object or situation. For instance, if a client is afraid of snakes, a therapist would first expose them to pictures or photographs of a snake. Next, the client would stand quite far away from a real snake, perhaps in a zoo. Once the client is comfortable merely gazing at the snake, the phobic person approaches the snake and looks at it from about three feet away, until that situation is tolerable. Finally, the client views the snake close up and within time touches the snake for a few seconds, 30 seconds, and so on until this situation is comfortable. Picking up the snake would represent near victory over the snake phobia*. In summary*, *systematic desensitization has been successful in helping people cope better with their phobias*.

Notice that sometimes the main-idea is expressed in two sentences together.

*Most often certain allergies are noticeable from a very early age. Conversely, some do not present themselves until later in life*. Items such as peanuts, shellfish, chocolate, wheat gluten, and strawberries are the culprits for some children. Food allergies are a real concern in elementary schools because these students may not be able to: advocate for themselves and are dependent on parents, teachers, and school administrators to monitor what they eat. Severe allergies can result in breathing irregularities and even death. Shellfish allergy can be just as serious for those who are allergic to shellfish. Children who are lactose intolerant suffer from an inability to digest milk and some milk products. They lack the enzyme that breaks down milk in the body. Some people develop this allergy in middle age, although in previous years they ingested milk and milk products with ease. Some seasonal allergies, like tree pollen allergy, can occur later in life as well.

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## Lesson Plan: Making Inferences

**Submitted by:** Marilyn Black and Carrie Finestone. Based on *Jay Leno's Headline News*

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Comprehend the concept of an inference and understand that we make inferences every day, but not all of them are valid.

**Core Student Success Skills Addressed:** Communication, Collaboration, and Critical Thinking

**Suggested Timeframe:** 35 minutes

**Materials:** 2 page handout and Jay Leno Activity that follows

**Context within the Course:** Halfway through the course

**Instructions:**

1. Instructor reads the two-page handout to students, explaining the meaning of an inference and the examples given.
2. Using the Jay Leno Handout, Inferences and *Jay Leno's Headline News*, go over the first example given as a class. Then putting students into groups of 3-4, have students complete the rest of the handout. Give them 15 minutes to work and then go over as a class.

**Assessment:** Reading quiz

## Handout: College Reading

**Introduction to Topic and Main-idea: Overview**

Jay Leno, a comedian with a late-night talk show (*The Tonight Show*), has a section on his show called *Headline News*. On it, he shows viewers headlines from newspaper articles and then he reads and makes fun of the articles. Headlines contain the topic or idea about an article and in many cases are just a shortened form of a main-idea.

What do you think these articles from *Jay Leno's Headline News* will tell us? (*identify)

- Headline: "Local Child Wins Gun from *Fundraiser"
- Headline: "Worker Suffers Leg Pain After *Crane Drops 800-pound Ball on His Head"
- Headline: "Man Uses *Most Wanted List as I.D."

**How Do Writers Write?**

| **Background Information** | **Your notes** |
|---|---|
| **Writers use ideas called topics and main-ideas.** | |
| **How do I find the main-idea in what I read?**<br>**Ask yourself two questions:**<br>**1) Who/what is the paragraph or reading about? Look for repeated words in the selection. This is the topic. (See Leno's headlines to find the topic)**<br>**2) What is the author's point about the topic?**<br>**The *main-idea* has both topic and point and will be stated in a complete sentence.** | |
| **What is a thesis statement?**<br>**the main-idea/central focus of the entire essay**<br>**What is a topic sentence or main-idea sentence?**<br>**a sentence that tells us the main point.**<br>**Therefore we think of main-idea and topic sentence as one and the same.** | |
| **Main-idea = umbrella statement**<br><br>**<u>Supporting Details</u>** | |

| reasons, facts, examples | |
|---|---|
| **Writers have 2 choices: 1) Write using a topic sentence (= main-idea sentence) which can be stated *anywhere* within a paragraph OR 2) not use a topic sentence in a paragraph, in which case the main-idea will be suggested/implied.** | |
| **Readers should search paragraphs looking for the stated main-idea sentence (topic sentence) or get into the habit of creating a main-idea as they read.** | |
| **Why do I need to learn how to find the main-idea?**<br>***monitor my reading**<br><br>***my instructor's findings** | |

## Handout: Inference

**The Skill**

Using inference skills means reading a passage very closely, looking for hints or clues about the topic. As a reader, you try to guess what an author *infers*, *implies*, or *suggests* but does not actually state directly.

Guidelines for Inference

1. Base your inferences on the actual clues suggested by an author.
2. Consider your prior knowledge about the topic. This includes what you already know about the topic.
3. Make a guess as to what the author is hinting at, but do not go beyond what the author suggests. Do not read in anything that cannot be supported by the stated details in the passage.

Inference can be applied to most anything you read, but you will find it very often used by authors of short stories, poetry, and novels. Notice clues suggested about a character's speech, actions, and the reaction of other characters.

As an example of using inference clues to determine an author's meaning, read the following passage:

*A professor arrives in class and sneezes twice. He begins the class and after five minutes stops to reach for a tissue after sneezing again. Ten minutes later he starts coughing and pops a cough drop in his mouth. Throughout the whole class, he sneezes and coughs.*

What can you infer about the professor?

You can logically infer that he has a cold or suffers from allergies. Likely, you have suffered the same malady, and you understand the symptoms of a cold or allergy. In other words, you have prior knowledge about colds and allergies.

It would be going too far to say he suffers from pneumonia. At this point, there are not sufficient clues to support a diagnosis of pneumonia, but certainly enough clues to suggest a cold or an allergy.

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**Handout: Inferences and Jay Leno's Headline News**

Jay Leno, comedian from the *Tonight Show*, collects unusual headlines on his show and the website for the show. Some of the most comical ones relate to crime. He actually published a book about them entitled, *Jay Leno's Police Blotter: Real-Life Crime Headlines.* Understanding the humor behind the headlines often depends upon the reader's understanding of inference. An understanding of irony is helpful also. Irony refers to the opposite of what one might expect in a given situation.

First, read the following headlines/brief stories. Then answer the questions that follow.

1. "Man Uses Most Wanted List as I.D."

- What are the facts?
- Do you have any prior knowledge about this subject?
- Do you have any bias or prejudice against the person described?
- What is ironic or unexpected in this headline that makes this so funny?

2. "A woman was charged with stabbing her own daughter on Mother's Day in an argument over who was the better mother."

- What are the facts?
- Do you have any prior knowledge about this subject?
- Do you have any bias or prejudice against the people described?
- What is ironic or unexpected in this excerpt that makes this so funny?

3. "A woman found a muddy handprint on her glass door and called the police. It turned out that she'd been gardening. The cop compared her hand with the print on the door and found they were the same!"

- What are the facts?
- Do you have any prior knowledge about this subject?
- Do you have any bias or prejudice against the people described?
- What is ironic or unexpected in this excerpt that makes this so funny?

## Lesson Plan: Annotating

**Submitted by** Carrie Finestone

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Understand the process of annotating
- Understand that this process can help keep them on track with their reading

**Core Student Success Skills Addressed:** Communication and Critical Thinking

**Suggested Timeframe:** 25 minutes

**Materials**: Annotating Handouts that follow

**Context within the Course:** Early in the course, after teaching students how to find the topic and main-idea (see Stated Main-idea) while introducing students to more difficult readings

**Procedure:**

1. Instructor reviews the handout that shows students how to annotate.
2. Instructor shows students the sample annotation that follows.
3. Instructor chooses a sample reading (no more than a page with several paragraphs) and both students and instructor (using a transparency with an overhead projector and giving the students hard copies of the same page) practice and agree on what to mark and what to write in the margin.
4. Instructor assigns a few pages for homework (or hands out another reading assignment) and assigns annotating for homework.
5. At the next class, students hand in their annotations. Instructor reads each students' annotation, checking for accuracy and understanding of the main-idea and annotation process.
6. This should be repeated with other readings. Students may continue to use highlighters if they use this process, but should also incorporate annotating into their reading strategies.

**Assessment:** Reading quiz

## Handout: Annotating

Annotating is an important skill to employ if you want to read well. Successful critical readers read with a pencil in their hand, making notes in the text as they read. Instead of reading passively, they create an active relationship with what they are reading by taking notes in the margins. You should make the following annotations as you read:

- **Mark the Thesis and Main Points of the Piece**
  In the margin of the text, jot down the topic of the paragraph or the main-idea. Notice words that keep popping up.
  To find the topic: Ask yourself who or what is this about?
  To find the main-idea: Ask yourself what is the writer's point about this idea?
- **Mark Key Terms and Unfamiliar Words**
  If a word is bolded, circle it and its definition; circle unfamiliar words, see if you can figure them out or look them up in the dictionary and write the meaning in the margin. Circle terms that keep popping up.
- **Write Your Questions and/or Comments in the Margins of the Piece** Write your reactions or feelings in the margin. Also, if you don't understand something, either reread it or put a question mark, and ask your teacher about that section in class.

[Source: *Writing@CSU* website http://writing.colostate.edu/index.cfm ]

**Handout: Sample Annotation taken from Bucks County Community College**

**HOW DOES MEMORY WORK?**

Human memory works on two different levels: short-term memory and long-term memory.

1

focus/attention
(what you need to know now)
7-9 items

**Short-term memory**

This includes <u>what you focus on in the moment, what holds your attention</u>. Most people can only hold about seven items of information in short-term memory at any given moment, although some can hold up to nine.

Look at example A below. Then look away from your computer screen and try to hold it in your short-term memory.

A = 6593028

Most likely, you can hold it as long as you choose. Now follow the same procedure with example B.

B = 573927450621

It's much more difficult, if not impossible, for most people. Short-term memory is exactly what the name says: short-term. To learn information so you can retain and recall it, you must transfer it from short-term to long term memory.

2

what you know/
can recall
(part of you)

**Long-term memory**

This <u>includes all the information that you know and can recall</u>. In many ways, it becomes a part of you. Once information becomes a part of your long-term memory, you'll have access to it for a long time.

**FROM SHORT-TERM TO LONG TERM**

How do you move information into long term memory? Two of the ways are: *rote learning,* and *learning through*

*understanding*.

mechanical memorizing
ex: alphabet

understanding
ex: main ideas & details of a lecture
often combined
ex: dates & concepts

Rote learning means learning through repetition, mechanically, with little understanding. For example, as a child you probably memorized the alphabet and the multiplication tables by rote. Learning through understanding involves learning and remembering by understanding the relationships among ideas and information. Rather than using *rote memory*, you use *logical memory* when you learn through understanding. For example, you use logical memory when you remember main-ideas and supporting details from a lecture, not because you repeat the ideas in your mind, but rather, because you understand them. Both types of learning and memory are useful and often are used together. For example, in history, you need to relate facts (like dates) which you memorized by rote to your understanding of historical concepts (like the Civil War).

**THE KEYS TO REMEMBERING**

You can learn to remember more effectively if you learn and use the four keys described below. Each one helps you to enter information into your long-term memory.

1. **Choose to remember**. Be interested. Pay attention. Want to learn and know. What you want is an important part of learning. People learn more effectively and remember more when they are interested and want to learn.
   How can you choose to remember? One way is to take a few moments to choose to learn before you read or listen to a lecture. Sit calmly, take a few deep breaths, and tell yourself with your inner voice: "I choose to remember what I learn today." Repeat this a few times, and then begin.

2. **Visualize or picture in your mind what you wish to remember.** For many people, a mental picture or

visualization is clearer and easier to remember than words. For each major concept that you want to remember, create a mental picture and then look at it carefully for a few seconds. Once you've seen it clearly, you'll probably be able to: recall it.

If you are not a visual learner, you may find that you need to improve the quality of your mental pictures or images by practicing. Look at a picture, object, or photograph, then close your eyes and try to see it in your mind's eye. Practice this for a few moments each day.

3.

connect new information to old (like filing)

**Relate the ideas and information you wish to remember to each other, and to ideas and information you already know.** When you relate information to other information, you create a chain of memories which lead to one another. When you label an information chain or group of ideas, you create a kind of "file" that makes it easy to locate and remember the information.

You can help yourself to relate information by using mental pictures, visual organizers, or by outlining.

4.

**Repeat what you wish to learn until you *overlearn* it**. Say it in your own words. Even though you've already learned something, go over it one more time. Research shows that the time you spend on *overlearning* and putting ideas into your own words will pay off by making recall easier and more complete.

# Part II: Readings

## Lesson Plan: Chapter 1 Study Guide – Case Studies in Abnormal Behavior

**Submitted by:** Cathy McCarron

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Identify key concepts and terms from Chapter 1.
- Explain orally and in writing key concepts and terms to their peers .

**Core Student Success Skills Addressed:** Communication, Collaboration, Organization and Critical Thinking Skills

**Suggested Timeframe:** Two 50-minute class periods

**Materials:**
- Textbook: *Case Studies in Abnormal Behavior* (see syllabus p. 109)
- Worksheet: Chapter 1 Study Guide

**Context within the course:** This activity should occur at the beginning of the semester when introducing core concepts in the course.

**Instructions:**

1. Prior to class: For homework, ask students to read Chapter 1, *Concepts of Abnormality*. (If you have already covered various reading strategies, ask students to "Talk-to-Text" or annotate the chapter for homework.)
2. At the beginning of the class, put students into groups of four**.** Copy & distribute the worksheet below.
3. Ask students to work together to develop a study guide for Chapter 1 since the concepts presented in this guide will be a springboard for the rest of the text.
4. Have the students work in groups to complete the worksheet. Circulate among the students to help with questions they have trouble with.
5. Go over the answers as a class.

**Assessment:** Develop a quiz related to key elements from Chapter 1.

**Next Steps:** The terms learned in this chapter will be revisited throughout the course.

## Handout: Chapter 1 Study Guide

### Part I: Definitions

| |
|---|
| Definition of Abnormality: from the book - in your own words – |
| ***Components of Abnormality:***<br>Deviant: definition from the book - concrete example -<br><br>Different: definition from the book - concrete example -<br><br>Disordered: definition from the book - concrete example –<br><br>Bizarre: definition from the book - concrete example –<br><br>The DSMs - summarize in your own words<br><br>Rates of Disorders- summarize the findings of major studies |

**Part II: The O.J. Simpson Case: Normal vs. Pathological**

1. List three details from the case that suggest Simpson could be considered normal -

2. List three details from the case that suggest Simpson is pathological (refer to pages 213-214 and 247-248)-

3. List the three standards of proof & when they would be applied

**Elements of a Syndrome**

Describe in your own words what constitutes a syndrome

**Guidelines for Judging Abnormality**

In your own words, list briefly the nine guidelines

1.
2.
3.
4.
5.
6.
7.
8.
9.

**The Sequence of the Evolution of Scientific Knowledge**

List the 10 steps in order

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**Handout: Research Methods – fill in the chart in your own words**

| ***Method*** | ***Positive Aspects*** | ***Negative Aspects*** |
|---|---|---|
| ***Case Study*** | | |
| ***Natural Event Observation*** | | |
| ***Correlational Design*** | | |
| ***Experiment*** | | |
| ***Model or Paradigm*** | | |

## Lesson Plan: Teaching a "Think-Aloud" using the Middlesex Community College Honor Code

**Submitted by** Carrie Finestone

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Develop the ability to monitor their reading comprehension and use strategies to facilitate understanding.
- Understand the process of the think aloud, by observing their instructor who will model the strategy.
- Understand that a think-aloud is a technique in which students and teachers verbalize their thoughts as they read and bring into the open the strategies they are using to understand a text.
- Understand that metacognitive awareness (being able to think about one's own thinking) is crucial to reading because it both helps learners assess their level of comprehension as well as adjust their strategies for greater comprehension.

**Core Student Success Skills Addressed:** Communication and Critical Thinking

**Suggested Timeframe:** 30-40 minutes

**Materials:** MCC Honor Code, Bookmarks (or strategies copied from following page), explanation of Think-Aloud (see next two pages)

**Context within the Course**: Early in the course, while introducing students to ethics and morality.

**Instructions:**

1. Using the Honor Code, the instructor models for students how he/she makes meaning from one paragraph, and then each right, responsibility, act of academic misconduct, and act of personal misconduct. The instructor next has students highlight the next section for words and phrases they do not understand. Instructor explains the words, discusses dictionary usage, and shows them how to make meaning from each section at a time.
2. After opening his/her mind to what the instructor is thinking as each section is read, students give examples of what they consider to be upholding the Honor Code and a violation of the Honor Code.
3. This lesson can be used in conjunction with journaling (see Writing section). The topic: Comment on what you liked/disliked/still have questions about regarding the Honor Code.

4. Students will begin journal entry with these concepts and give reasons why they liked/disliked specific pledges, and then comment on which parts they could uphold and why.
5. Another option: After instructor models and explains each part of the code, students move into groups and discuss examples of civil and uncivil behavior they have seen in the past (perhaps in middle or high school). Part of the discussion should include violation of the Honor Code and potential consequences.

**Assessment:** Instructor will evaluate each journal for content , address questions in class, or discuss any examples of violations they have seen in their past school experiences.

**Next Steps**: Chapter on Ethics and Morality (see syllabus p. 109)

**Handout: Think-Aloud - Steps for Clearing up Confusion While Reading**

- Ignore the unclear part of the text and read on to see if it gets clearer.
- Reread the unclear part. Break down a long sentence into parts (chunk it).
- Reread the sentence(s) before the unclear part.
- Try to connect the unclear part to something you already know. (This is like….)

**How to do a Think-Aloud:**

- Making predictions or hypotheses as you read: "From what he's said so far, I'll bet that the author is going to give some examples of poor eating habits."
- Describing the mental pictures you " see" : "When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves."
- Demonstrating how you connect this information with prior knowledge: "'Saturated fat? I know I've heard that term before. I learned it last year when we studied nutrition."
- Creating analogies: "That description of clogged arteries sounds **like** traffic clogging up the interstate during rush hour."
- Verbalizing obstacles and fix-up strategies: "Now what does 'angiogram' mean? Maybe if I reread that section, I'll get the meaning from the other sentences around it: I know I can't skip it because it's in bold-faced print, so it must be important. If I still don't understand, I know I can ask the teacher for help."

**Examples of Visual Representations: Think-Aloud Assessment**

| *While I was reading, how much did I use these "think-aloud strategies?* | **Not much** | **A little** | **Most of the time** | **All of the time** |
|---|---|---|---|---|
| **Making and revising predictions** | . | . | . | . |
| **Forming mental pictures** | . | . | . | . |
| **Connecting what I read to what I already know** | . | . | . | . |
| **Creating analogies** | . | . | . | . |
| **Verbalizing confusing points** | . | . | . | . |
| **Using fix-up strategies** | . | . | . | . |

**Some Effective Think Aloud Strategies:**

| | |
|---|---|
| • I *predict* that. . . | • I'll *reread* this. . . |
| • I can *picture*. . . | • The *big idea* here is… |
| • A *question* I have is… | • I *think/believe /wonder…*(comment) |
| • This is *like*. . . | • I'm *confused* about… |

| | |
|---|---|
| • This *reminds* me of… | |

## Lesson Plan: Nature and Nurture Discussion

**Submitted by** Carrie Finestone

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Demonstrate an understanding that environment can influence some personality traits, while others are genetic.
- Demonstrate an understanding of the differences between nurture and nature in the sociological sense.
- Evaluate which has more of an effect on the development of children: Nature or nurture?
- Understand that scientists have been debating this issue for years.

**Core Student Success Skills Addressed:** Self-Assessment, Communication, Collaboration, and Organization

**Suggested Timeframe:** 1 week activity

**Context within the Course:** This activity will introduce and development of personality and behavior. It will segue way into the realization that many factors contribute to personality and cause its development and change. (*Note: Be mindful that some students may live with adoptive parents rather than biological ones, so they may be unable to comment on genetically-inherited behaviors. As it may be a sensitive issue for a student who is adopted, try to be especially tactful*.)

**Instructions:**

1. Put the dictionary definitions of nature and nurture on the board:
    a. ("Nature" in this discussion is defined as the result of inborn or inherent qualities; innately: *She is by nature a kindhearted person*. "Nurture" refers to support and encouragement, as during the period of training or development; to bring up; train; educate. In other words, what has shaped her behavior?)

2. Begin the lesson by giving students the handout that follows which asks them what they think determines their likes, dislikes, and personality characteristics. Is it their genetic makeup or their environment?
3. Are your personality traits similar to those of your parents? Make a list of the traits you share with your mother and those you share with your father.
4. Do you sometimes think that you "can't help" the way you respond to certain situations? For example, do you find yourself always wanting to be on time for class? Is this behavior like that of one of your parents? Do you see "nature" winning out in this example? Can you think of similar examples? Can you think of situations in which "nurture" seems to win out?
5. Do your friends influence your behavior? If so, how?
6. Are you influenced by a special person in your life such as a relative, teacher, boss, or a youth group leader? How has this person helped shape your personality?
7. Class discussion follows.
8. Assign three readings that follow: *Twin Lessons; Why Chinese Mothers are Superior; Do Parents Matter* (see http://www.scientificamerican.com/article.cfm?id=do-parents-matter?) (The reading strategies of annotating, Reading Log, and Talk-to-Text may be used in conjunction with these).

The next class: Divide the class into groups and have each group summarize and present the findings from one of the three readings. Give each group 20-30 minutes to discuss and compile notes to share with the class. Each group presents their findings. Point out that the first two readings are not scientific studies, but anecdotal evidence.

Based on these readings, what conclusions can the class draw about nature versus nurture? Does one study seem stronger than the others? Why or why not? Do students find any of the results surprising? On what evidence do students base their opinions?

**Writing Assignment:** After reading the three studies and thinking about nature versus nurture, what do you think determines personality? Do you think your genes are mostly responsible for shaping your behavior, or has your upbringing played a more significant role? How much do your friends and peer pressure influence your personality? Try to reach a conclusion as to whether you think nature, nurture, or a combination of both influences you the most.

**Assessment**: The writing assignment/reflection paper will allow faculty to learn what their students have gathered from the three readings and gauge what students believe has affected

them the most. If a reading log/annotated reading method has been used with any of these readings, the instructor must first create his/her own model to act as a measure of how well students have selected the critical main-ideas of the reading.

**Next Steps:** The following may be shown:

- Steven Pinker's parental influence on society

**http://www.youtube.com/watch?v=lcVu6fgNe-g**

- Psychology 1101 – introduces the debate on nature nurture

**http://www.youtube.com/watch?v=5aNaMISc3Ag**

- Goodfellas – (a short video influence of peer group on behavior**):**

**http://www.youtube.com/watch?v=2oP1NMB 10s**

- Adapted from Discovery Education—a video on nature versus nurture.
- **http://www.discoveryeducation.com/teachers/free-lesson-plans/nature-versus-nurture.cfm**

**Handout: Nature and Nurture**

1. What do you think determines your likes, dislikes, and personality characteristics? Is it your genetic makeup or your environment?

2. Are your personality traits similar to those of your parents? Make a list of the traits you share with your mother and those you share with your father. (The question is applicable even if you are adopted. Be mindful that shared behavior traits can be shaped through nurture.)

3. Do you sometimes think that you "can't help" the way you respond to certain situations? For example, do you find yourself always wanting to be on time for class? Is this behavior like that of one of your parents? Do you see "nature" winning out in this example? Can you think of similar examples? Can you think of situations in which "nurture" seems to win out?

4. Do your friends influence your behavior? If so, how?

5. Are you influenced by a special person in your life such as a relative, teacher, boss, or a youth group leader? How has this person helped shape your personality?

## Lesson Plan: Practice Using Annotation and a Reading Log

**Submitted by** Carrie Finestone and Ellen Nichols

**Learning Objectives**: Students will be able to:

- Read each paragraph for relevant information.
- Write the topic/main-idea in the margin of the reading.
- Reflect on the method of annotation and staying focused during a longer reading text: Were you able to stay more focused? What are the advantages and disadvantages of this method?
- Create a 1-2 sentence summary of the text by answering the question: what is the reading about and what is the point the author is making?

**Core Student Success Skills Addressed:** Organization, Communication, Organization, and Critical Thinking

**Suggested Time Frame**: 20-30 minutes

**Materials**: Article for each student, overhead projector, transparency with the first page of the article copied onto it, markers for transparency use

**Context within the Course**: This assignment introduces students to the topic of nature and nurture. It should be used in conjunction with readings on personality development.

**Instructions:**

1. This lesson requires a Wall Street Journal article, *Twin Lessons: Have More Kids. Pay Less Attention to them*. It's available online at http://on.wsj.com/gkbFUv. (Also review lesson plan on annotating text in the Reading Skills section of the guide.)
2. Begin in class. Use a transparency on which you have copied a page of the text. Model reading the text and marking each paragraph or section with its topic, main-idea, or thought about it. Assign the rest of the reading for homework. (This requires the instructor to mark text to determine whether students have accurately read and marked their text when they turn it in.)

3. Day 2: Before handing in the assignment, class discusses the reading method and its advantages or disadvantages. Next, class discusses the point Caplan makes that when raising twins, being a "Serenity parent" is better than being a "high effort, high strung parent." His point: Nature is more important than nurture. Does this apply only to twins?

**Assessment:** Students choose a reading strategy and successfully demonstrate a connection with the text by selecting or marking relevant information and demonstrating strong comprehension of the main-ideas and major details.

**Next Steps**: Follow this reading with *Why Chinese Mothers are Superior* (available online at the Wall Street Journal). The emphasis here is on nurture. For this reading assignment, use another reading strategy (a Reading Log follows).

**Handout: Reading Log**

**Name_____**

**Handout_____**

| **Important Ideas and Information in the Text (use page #s)** | **My thoughts, feelings and questions** |
|---|---|
| | |

| | |
|---|---|

**Write a 1-2 paragraph summary of the article:**

## Lesson Plan: Using a Reading Log for Comprehension

**Submitted by:** Carrie Finestone and Ellen Nichols

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Effectively use their reading log to record important ideas and information.
- Reflect on their important ideas, recording their thoughts, ideas, and feelings.
- Exhibit deeper comprehension with a reading.
- Show the instructor whether or not they can evaluate main-ideas and major details as important and avoid taking notes on minor details.

**Core Student Success Skills Addressed:** Communication, Self-Reflection, and Critical Thinking

**Suggested Time Frame:** 10-15 minutes and homework assignment

**Materials**: Article: *Why Chinese Mothers are Superior* and Reading Log

**Context within the Course:** This reading is a continuation of readings on nature vs. nurture. This should be read earlier in the course. The reading is important, as well as the new strategy which is used to 1) enable students to monitor their comprehension, and 2) record their own thoughts and reactions.

**Instructions:**

1. Have students read the Chua article (available online at http://on.wsj.com/extLSg)
2. Begin with class discussion: Answer the question posed by the article: Can a regimen of no play dates, no TV, no computer games and hours of music practice create happy kids?
3. Read the first bulleted section aloud, a list of what Chua's children were forbidden.
4. Students read the article for homework, completing the Reading Log and filling in the brief summary.

**Assessment:** Students choose a reading strategy and successfully demonstrate a connection with the text by selecting or marking relevant information and demonstrating strong comprehension of the main-ideas and major details.

**Next Steps**: See Nature-Nurture Discussion

**Lesson Plan: Teaching Compare-Contrast Models of Writing Using Dave Cullen's essay *The Depressive and the Psychopath***

**Submitted by** Carrie Finestone and Cathleen McCarron

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Effectively use pre-writing strategy before composing a compare-contrast essay.
- Recognize compare-contrast transitions in Cullen's essay.
- Demonstrate an understanding regarding how a compare-contrast essay is written.

**Core Student Success Skills Addressed:** Self-Assessment, Organization, Communication, Critical Thinking, Collaboration.

**Suggested Timeframe:** Mid-semester**,** after abnormal disorders have been introduced

**Materials:** Venn diagram handout

**Context within the Course:** This activity builds on paragraph and essay practice. This could be used mid-way through the semester after students have practiced other (easier) organizational patterns.

**Instructions:**

1. Day 1: (Pre-reading questions) Define the following terms: depressive, psychopath (refer to text: *Case Studies in Abnormal Behavior*, see index) . Give background information on Columbine, using a youtube video clip to show and set the scene for the reading.
2. Using the first two parts of the SQ3R strategy (**survey the text and title and read the first paragraph; create questions you want answered)** have students create questions and predict what they may find in the reading.
3. Assign the article, *The Depressive and the Psychopath*, (available online at http://www.slate.com/id/2099203/) to be read and questions 1-3 to be completed for the next class. Explain a Venn diagram and its purpose.
4. Day 2: Using their Venn diagrams, instructor writes the Venn diagram on the board with students filling in the details for each category. Then students hand in this homework page.

5. Give a list of compare/contrast signal words on the board and have students copy them into their notebooks--Comparisons: similarly, likewise, like, just as, also, comparatively. Contrasts: unlike, but, on the other hand, however, in contrast, different, instead.
6. Have students look at the story and locate any of these words.

**Assessment**: The instructor will be able to: judge if the student has understood this specific method of writing a compare/contrast essay, as evidenced by the essay subsequently assigned. In addition, the instructor will include the terms “depressive” and “psychopathic” on an exam which will determine students’ grasp of their meaning.

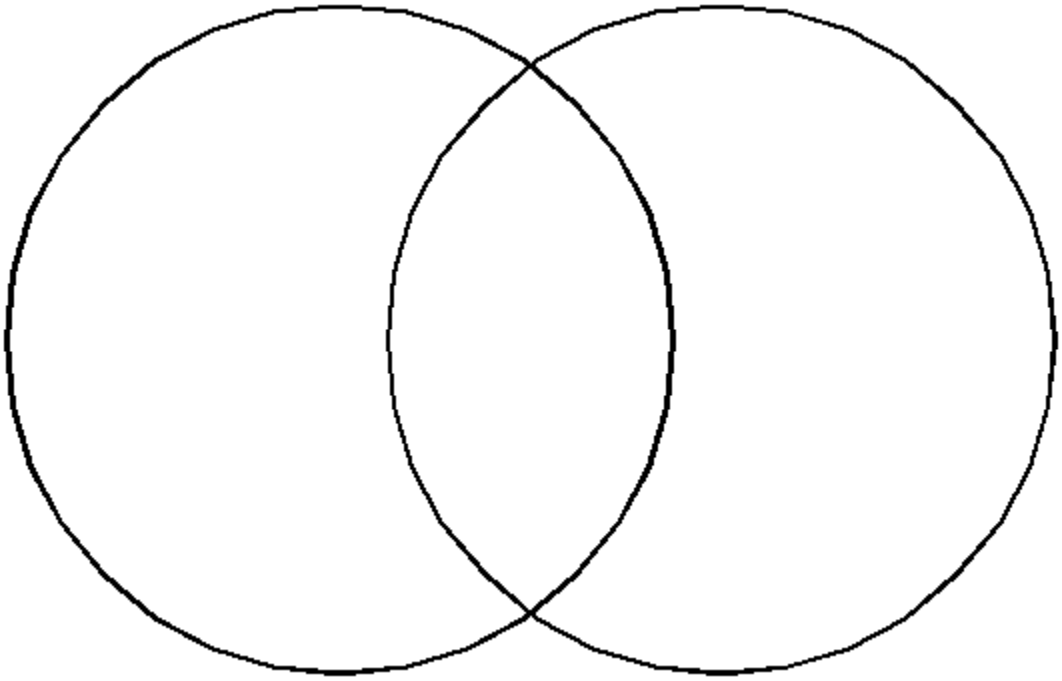
**Next Steps:** Students would understand the Compare-Contrast Model author Dave Cullen has used. Students would write a Compare-Contrast Essay, first using a Venn diagram, and then choosing either point-by-point or subject-by-subject method for their framework (having covered both methods in class).

**Handout: Venn Diagram - Compare and Contrast**

Directions:

1. Extract and record in the Venn diagram below the similarities (in the intersection of circles) and the differences (under each "mental condition") between the depressive and the psychopath from the reading. Then answer these questions.
2. What is your reaction to these differences?
3. Why might a psychopathic personality be able to: command power over a depressive personality?

Depressive Psychopath



**Lesson Plan: "Talk-to-Text" Metacognition: Connecting Deeply with a Reading of *The Four Most Important Lessons of Columbine***

**Submitted by**: Carrie Finestone

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Read for relevant information.
- Recognize the use of the author's transitional words which highlight the main points.
- Read for deeper meaning, comprehension, and reflection.

**Core Student Success Skills Addressed:** Self-assessment, Communication, Critical Thinking

**Materials:** Handout **–** Sample *Talk-to-Text* method; *The Four Agreements: A Toltec Wisdom Book excerpt*, Metalog that follows the reading

**Context within the Course:** This activity introduces students to the topic of morality and "snitching." It should be used in conjunction with the reading *The Psychopath and the Depressive* also by Dave Cullen.

**Suggested Timeframe**: 20 minutes prior reading and 30 minutes post-reading.

**Instructions:**

1. The purpose of the *Talk-to-Text* method is to help readers think and connect deeply with the text, by writing comments in the form of questions, creating visualizations, making predictions, identifying connections, and expressing confusions in the margin of the text."
2. Review *Talk-to-Text* method using the sample article *The Four Agreements: A Toltec Wisdom Book excerpt* and margin annotations. Use of an overhead projector and a transparency showing page one and instructor modeling Talk-to-Text is advised.
3. Then have students read the article, *The Four Most Important Lessons of Columbine* (available online at http://www.slate.com/id/2216122/) and create their own *Talk-to-Text* for homework based on the article. They should also answer questions 1,2,3,6,7, 8 on the Metalog handout.

4. Day 2: Students pair-share and complete #4, then also complete #5 on their own. Class discussion follows, reviewing # 1,2,3, and 6 aloud. Students hand in assignment and discuss the strategy *Talk-to-Text*. This lesson could segue into or be part of a discussion on morality and snitching.

**Assessment**: Instructor evaluates each student's Talk-to-Text. Instructors may determine how well or how poorly students have understood and made connections with the reading. A rubric to measure the Talk-to-Text follows, as well as questions which will be collected.

## Handout: The Four Agreements: A Toltec Wisdom Book excerpt

by Don Miguel Ruiz

The work of Don Miguel Ruiz is based on a knowledge held by the ancient Toltec of Mexico. His work is the result of years of study and self-inquiry, which altered his life. Ruiz describes it as a way of life that is spiritual, yet not necessarily a religion. This pathway is distinguished by the commitment to reach an accessible happiness and love. It moves the person beyond the world that is learned to a deeper sense of what is self. Ruiz defines this move with the commitment of the person to four agreements. In order to attain this path to freedom defined by true happiness and love, the person practices these four agreements: "Be impeccable with your word," "Don't take anything personally," "Don't make assumptions," and "Always do your best".

The first of the four agreements, "Be impeccable with your word", means to speak with integrity. Ruiz describes the power of the word and how we must use that power to say what we mean and use it in a direction of truth and love. Because of the power the word has, Ruiz warns of its misuse, such as in the case of gossip. It is only through integrity of the word, that a person can transcend to heaven.

The second of the four agreements, "Don't take anything personally," speaks of the word of others. Ruiz discusses being immune to the opinions and actions of others, which act against us. These opinions and actions against us are the result of a fear or insecurity with the person dealing the opinions and actions. Therefore, according to Ruiz, we should not take anything personally. We will avoid needless suffering if we are in accordance with this agreement.

The third agreement, "Don't make assumptions," deals with misunderstanding. Ruiz declares that, in order to avoid the sadness and worry that accompany misunderstandings, we should communicate with clarity.

*Metalog Journal, Schade, Patricia, Northern Essex Community College, Adapted from*

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**Reading Notes**

Who is Don Miguel Ruiz?

Isn't a way of life that is "spiritual," religious and part of religion?

Does everyone use the pathway?

As long as we are true to ourselves in truth and love, and a good person, then won't this get us to heaven?

I believe gossip is not good because it seems like all gossip is about someone else that is not there to defend themselves.

I try not to take things personally because what is said is how others feel.

I always ask questions like, What do you mean?, or Where did that come from? I want to make sure that I say that communication to these issues are key and should have clarity, in order for both people to say what they feel, as well as listening to what other's have to

**Handout: Detailed Rubric for Reading Assessment (can be used with Talk-to-Text or Reading Log)**

| | **Internalizing Highest Level** | **Adequate** | **Developing** | **Novice** |
|---|---|---|---|---|
| **Text form and structure strategies** | O Uses knowledge of text structure and discourse to anticipate content and build schema<br>O Uses text form and/or structure to guide the reading process<br>O Considers significance of context to text meaning | O Evidence of interacting with the text, but not always with a clear sense of purpose<br>O Some strategy use (re-reading, visualizing) but not always the best match for the reading difficulty<br>O Notices context in which text is written | O Little or no evidence of interacting with the text<br>O Reads without awareness that context is important to meaning | O Attempts to follow directions<br>O Underlines or highlights key terms |
| **Comprehension** | O Distills meaning while reading<br>O Identifies significant passages or phrases that contribute to the key ideas<br>O Synthesizes ideas into some larger meaning | O Makes connections between personal experience and events in the text<br>O Makes an effort to get the gist of text (paraphrases & summarizes)<br>O Notices | O Little or no evidence of important ideas in the text<br>O May focus on details that are not central to the meaning of the whole<br>O Limited to a single strategy that may not be the most useful | O No evidence of comprehension of important ideas in the text<br>O Makes personal connections that do not aid comprehension<br>O No strategy used |

| | | | | |
|---|---|---|---|---|
| | | some key passages but may not yet use them to interpret information | | |
| **Metacognition** | O Able to monitor own reading process<br>O Aware of where confusion occurs and uses appropriate strategies to make meaning<br>O Aware of a range of comprehension strategies and when to use them<br>O Makes personal connections to build schema, links text with world | O Able to describe own reading process<br>O Aware of points at which confusion occurs<br>O May name comprehension strategies but not always aware of how and when to use them | O Not yet able to articulate an awareness of own reading process<br>O May not be aware of confusion or may express general confusion without understanding where & when it occurs<br>O Not yet able to identify strategies that could help in comprehension | O Questions the text by simply rephrasing the text<br>O Demonstrates general confusion<br>O Unable to evaluate own reading process |
| | *Evaluation Summary and Recommendation:* | | | *Student learning Novice may redo it for an upgrade to Developing Score* |

**This rubric was adapted from materials designed by the Strategic Literacy Initiative's Reading Apprenticeship. West Ed*

**Handout: Reading Metalog**

1. Write a one-to-two sentence summary of the text. (Answer the questions: What is it about? What is the point it is making?)

_____

_____

2. Read your Talk-to-Text. What kinds of comments did you make as you read? (questions? summaries? connections? Be specific.)

_____

_____

3. How did these kinds of comments help you to understand what you were reading?

_____

_____

4. Share your summary sentence and Talk-to-Text with a classmate. What are some commonalities? Some differences?

_____

_____

5. What did you learn from sharing your Talk-to-Text with a classmate?

_____

_____

6. What questions do you still have about the text or would like to ask the author? (NO BLANKS!)

_____

_____

7. Imagine David Cullen, the author, has hired you as an intern. He needs a fifth lesson for this article. What would it be?

_____

_____

_____

8. How easy or difficult was this piece for you? (Circle one)

Easy Not Too Hard Too Hard

**Lesson Plan: "Golden Lines"-- Metacognitive Reading and Connecting Deeply with a Text Connections--*I Will Never Know Why***

**Submitted by:** Carrie Finestone and Cathleen McCarron

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Recognize the main-idea of an article or essay.
- Read for deeper meaning, comprehension, and reflection.
- Recognize abnormal behavior and cite examples.

**Core Student Success Skills Addressed:** Self-assessment, Communication, Collaboration, Critical Thinking

**Materials:** Article, Homework handout, and In-class Golden Lines Activity

**Context within the Course:** This activity should be read in conjunction with finding the main-idea and the chapter on Abnormal Behavior.

**Suggested Timeframe**: Homework assignment on reading and Golden Lines. Thirty +minutes group activity and discussion. Part of this discussion could revolve around parental responsibility and ideas to address behavioral issues in a family.

**Instructions:**

1. Assign the article, *I Will Never Know Why* (available online at http://bit.ly/gwdqyJ) to be read.
2. In class, give background information on the article and the fact that it has been the only piece written by the mother of the killer ten years after the Columbine shootings. Build background information for the class on Columbine; instructors may want to show video of the massacre. Give students the Handout Golden Lines and have them complete the questions for homework.
3. Day 2: Provide students the handout "In-class Group Activity: Golden Lines." In groups of 3-4 students, students share one of their "golden lines" and the reason for their selection. If time, additional "golden lines" may be shared.

**Assessment**: Students may use this topic as a persuasive writing assignment or journal assignment: *Parents should be held accountable for their children's acts of rage or mayhem* OR *Parents are not to blame for their children's acts of rage or mayhem*. If this is used as a journal assignment, students should use evidence from this reading to support their argument.

**Next Steps:** Compare this reading to a chapter on Abnormal Behavior. See how Dylan Klebold fits into specific sections in the text which explain various behaviors.

**Handout: Part 1: Golden Lines**

Name_____

1. Read selection independently.

2. Highlight 3 to 4 phrases ("golden lines") within the text that really struck you or raised a deeper question.

3. Fill up the space with your reflections about this reading and about Susan Klebold's perspective. Be sure to use complete sentences and to write well.

_____
_____
_____
_____
_____
_____
_____
_____
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_____

4. Write the main-idea of the entire reading in a paragraph (5-7 sentence minimum).

5. Make a list of signs that could have signaled to Susan Klebold that her son was capable of taking violent action. Why do you think that after these signs Klebold could still think of Dylan as a "gentle, sensible kid?"

6. Klebold writes that she "was widely viewed as a perpetrator or at least an accomplice since [she] was the person who had raised a 'monster.'" Do you think the community was justified in thinking of her that way?

7. Write the definition of suicide that Klebold provides in the article. Look up a definition of suicide in the dictionary or online. How do the two definitions compare?

8. Had Klebold read her son's journals or the paper that the English teacher called "disturbing," she may have been able to intervene before the shootings took place. However, actions such as this infringe on privacy rights. At what point (if ever) do you think a parent should be able to: read his or her child's private writings? If a parent is concerned about his or her child's well-being, do you think it is ethical to invade the child's privacy?

9. At the end of the article, Klebold writes that she supports suicide research and hopes "someday everyone will recognize the warning signs of suicide – including feelings of hopelessness, withdrawal, pessimism, and other signs of serious depression." Do you think some of these signs were apparent?

10. Klebold writes extensively about the importance of identifying the warning signs of suicide. Yet, only at the end of this discussion does she mention that she hopes people will "come to understand the link between suicidal behavior and violent behavior." However, the focus of the article is on the former. Why do you think she doesn't discuss his homicidal behavior in more depth? Does the lack of emphasis on the warning signs of homicidal behavior make her article less credible?

11. Re-read the final paragraph of the article. Do you ultimately find Susan Klebold to be a sympathetic figure? Why or why not?

12. Think back to the lesson on Depressive vs. Psychopath. After reading Klebold's article, do you think Dylan was a depressive or a psychopath? Why? Please draw from the definitions of the two disorders to defend your answer.

**Handout: In-class Group Activity - Golden Lines**

1. In your group, take turns sharing one of your "golden lines" and shares the reason for your selection.
    - Each group member must identify and discuss a different "golden line".
    - Wait until the person sharing their golden line is finished, then each other group member may make a brief comment.

2. Continue until each group member has shared their "golden line" and reason for selecting it. If there is still time, a second "golden line" may be shared.

3. As a group, select one golden line to write on poster paper and write underneath it:
    - Why your group chose the line, and why it is important to understanding the passage or important to your group.
    - Connections, visuals, and/or questions you have for the chosen golden line.

4. Each group will walk around the room reading the other groups' golden lines and commenting on the posters (using post-it notes) by writing questions, thoughts, connections, etc.

5. Comment on as many as you can within the time limits, and then go back and read what others wrote about your golden line.


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**Lesson Plan: Should You Ever Be a Snitch? In conjunction with "Audience, Purpose, Persona"**

**Submitted by**: Carrie Finestone (and adapted from Kelsey Hellwig's "Audience, Purpose, Persona" from English Comp I SFS Course Guide)

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Recognize the intended audience for this article.
- Determine the writer's purpose (to entertain, inform, persuade).
- Identify the rhetorical methods used by writer.
- Analyze an article for bias.

**Core Student Success Skills**: Communication, Collaboration, and Critical Thinking

**Suggested Timeframe**: 50 minutes

**Materials**: Article "Should You Ever Be a Snitch?" Overhead on Audience, Purpose, and Persona; Handout – Exercise on Audience, Purpose, and Persona (author: Kelsey Hellwig )

**Context within the Course**: These activities can be done relatively early in the course (after introducing readings on morals and ethics or later in the course when students have a stronger grasp of fact/opinion, purpose, bias, etc.)

**Instructions:**

1. Pre-reading activity: Give the following article for students to read as homework *Should You Ever Be a Snitch*? Mary Pelton, Current Health 1, October 2008, V. 32, Issue 2, p. 19-21. A copy can be obtained by contacting Carrie Finestone.

2. Show students the overhead on *Audience and Purpose*. Use this to introduce students to the concepts of determining a purpose for writing, analyzing an intended audience, and creating an appropriate persona. The information on the overhead should be supplemented with additional explanations and examples from the instructor.

3. Next, create groups of 3-4 students. Group members must reread and evaluate all four situations in the article. They must try and convince each other to come to a uniform decision on each one. Groups should use or reject the evidence from the article to support their decisions. During the group work, the instructor lists the four situations on the board. Then as each group orally presents their decision, the instructor lists all decisions under each situation. Group discussion follows answering the question for each decision: should you ever be a snitch? Groups can also do the Handout: Exercise on Audience, Purpose, and Persona**.**

**Assessment**: Assessment has two foci: 1) Journal activity – Students must create an analysis of the audience, purpose, and persona for this article; 2) Informal assessment will occur through the group presentations and class discussion.

**Next Steps**: This topic may be used in a personal essay. It should also be tied in with the readings on ethics and morality, reporting crimes, and the readings on abnormal behavior in the text.

**Overhead: Audience, Purpose and Persona**

English 101, Hellwig

**A CONTEXT FOR WRITING**—the purpose, the audience, and the persona you adopt create an environment for the text that you write. All of these things will determine how you approach a piece of writing. By analyzing your purpose, and your intended audience, you will be able to: create a persona which will be most successful in conveying your message.

## Audience

*Questions to Ask*

**1. Who am I writing to or for? What do my readers already know about the subject?**
By answering these questions, you can determine how much background information to include on your topic. For example: If you are writing to a group of brain surgeons, you don't need to explain the anatomy of the brain. However, if you are writing to a group of patients who are going to have brain surgery, you would need to explain the anatomy of the brain.

**2. What is the audience's attitude toward the subject? Is there bias, hostility, sympathy?**
It is important to understand whether or not your audience is going to be sympathetic or hostile to your message. Therefore, you should do the best you can to determine how they feel about the subject so that you can approach it in the right way.
Be careful not to simply make assumptions about your audience based upon stereotypes or your own experiences with people of a certain group. Your assumptions should be founded upon well-documented evidence. For example: If you were writing about why the state of Massachusetts should get rid of police details at road construction sites and your audience was police officers, you could assume that most officers would be against removing these details. Your assumption would be based on how many officers have spoken, in both the press and at governmental hearings, against removing these details.

**3. What is the audience's background? Education, age, race, gender etc.**
By determining the audience's educational level and/or age, you can make decisions about what style and vocabulary will be understood by this audience.
For example, if you are writing to an audience of high school students about why they should go to college, your level of style and vocabulary will be much different than if you are writing to their parents about why these students should go to college.

## Purpose

*Questions to Ask*

**1. Why am I writing? Why is it important to have a purpose?**

A purpose gives you a framework for writing, helps you decide what information you will need to have in order to achieve your purpose and keeps you focused so you don't wander from your purpose.

What is a purpose in writing? It is your reason for writing, what you hope to achieve by writing. For example: Are you trying to educate, inform, persuade, entertain, justify, etc.?

## Persona

*Questions to Ask*

**1. Based upon my purpose and audience, how should I approach this piece of writing?**
Once you have determined the purpose and analyzed the audience, you need to answer the following questions in order to determine the persona you will adopt in the piece of writing. The writer's persona shows his/her attitude toward the subject.

**2. What tone should I use—serious, playful, sarcastic, critical?**
It depends on what attitude you have towards your topic. However, remember that tone has an impact on the reader. For example, if you adopt a sarcastic tone, it might be offensive to your reader.

**3. What level of style—casual, middle, formal?**

- **Casual style** refers to a style that is informal and conversational in nature. It might contain some slang, or colloquialisms, as well as contractions of words. This style might be used in a Blog or a mainstream magazine like *People*.

- **Middle style** is the most common style. It is the one that is most frequently used in early college writing, as well as in the workplace. Such a style would not use informal language, but would also not use elevated vocabulary and complex sentence structure.

- **Formal style** is elevated language which is used on more formal or academic occasions. This is the type of style that might be used for writing published in specialized journals. Do I need to prove my authority? If you do not have extensive education or first-hand experience with your topic, you will need to prove your authority on the topic by including evidence from reputable sources. How should I present myself? Should I be visible in the writing by using first-person, or speak from an objective standpoint by using third-person?

**LET'S DO ONE TOGETHER. . .**

Example: A student is writing a letter to his representative in Congress because he is angry that the representative voted against a bill that would allocate more money for student grants.

- Who is the audience?
- What is the purpose?
- What kind of persona should the writer adopt?

**Handout: Exercise on Audience, Purpose, and Persona**

[Author: Kelsey Hellwig]

Look at the following writing situations and analyze your audience, determine your purpose, and decide what type of persona you would adopt.

- You are writing a brochure to advertise a seminar that helps women reentering the workforce write resumes.
- You are writing a user's manual for a new software program that you have designed.
- You are writing a presentation for your engineering colleagues on how to use a piece of new equipment.
- You are writing a proposal to the Massachusetts Planning Commission on the need for more environmental protection in areas of rapid development.
- You are writing a summary of an important document from your corporate offices for your boss.
- You are a Registered Nurse writing up a report for a doctor.
- You are a student writing to your state representative about banning cell phones and texting while driving.

# Part III: Writing Activities

## Lesson Plan: Journaling

**Submitted by:** Deanna Lima

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Demonstrate the ability to reflect critically on their own understanding of course content.

**Core Student Success Skills Addressed:** Communication, Self-Assessment

**Context within the Course:** This learning activity reinforces the importance of reflection and understanding the material covered.

**Materials**: Notebook

**Instructions:**

1. Instruct students to write a journal entry for each module/unit covered. This journal entry should include the students' thoughts on the material, not a rewriting of their notes.
2. Also, encourage students to ask questions in their journals or relate the material to personal experience.
3. Students should submit their journals and receive feedback prior to the examination on the material covered.

**Assessment:** Students will submit journal entries that reflect their understanding of the material. Areas that require clarification will be exposed through this process.

**Possible Next Steps and/or Optional Activities:**

This assignment can be used in conjunction with the portfolio assignment.

## Lesson Plan: The Purchased Paper

**Submitted by:** Carrie Finestone

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Discuss the consequences of choices.
- Support their assertions with evidence from the text and life experience.
- Reflect on their roles and responsibilities as students.

**Core Student Success Skills Addressed:** Organization, Communication, Collaboration, Critical Thinking, and Self-Assessment

**Suggested Timeframe:** 50 minutes

**Materials:** Handout: The Purchased Paper

**Context within the Course:** This activity can be used early in the course, as the issue of plagiarism should be addressed. This would also work well with readings on morality and ethics.

**Instructions:**

1. Instructor or volunteers read the case study aloud to the class.
2. When the case study has been read, the instructor gives the students the following instructions: Skim back through the case study, and put a star next to passages where Edgar had to make choices. Next, decide who you think is most responsible for Edgar's failing grade. Finally, you must decide who is most responsible for Edgar's failing grade by filling in the numbers at the bottom of the handout.
3. Students are divided into groups of 3 or 4. Give the following instructions: In your groups, discuss who you think is most responsible for Edgar's failing grade. As a group, rank the characters in order of responsibility and be prepared to explain your reasoning to the class. While students are doing this, the instructor can draw a chart on the board in order to show how the groups ranked the characters.
4. One member from each group records their answers on the board. After this, the groups must defend and support their choices. Regardless of how the students rank the characters, the students learn to support their rankings with evidence from the text and their own experiences and observations. Groups should also answer the "Diving Deeper" question. Finally, groups

should discuss plagiarism, its penalties, and the ethical dilemma Edgar faced when making his decision.

5. At this point, the instructor leads the class in a discussion of choices and the positive and negative outcome. Then students are given a brief explanation of how to do a five-minute quick write on the following topic: "Write about a time that you made a choice that had a significant impact on your life. What were the outcomes?"

6. When the students have finished the quick write, ask for volunteers to share what they have written. Students may eventually use this quick write if they have to write a narrative.

**Assessment:** Reading quiz

**Next Steps:** This activity may lead to a paragraph assignment in which student must create a topic sentence and supporting sentences about the choice he or she wrote about in the quick write**.**

**[Adapted from:** Skip Downing, *On Course, 6th edition*, Cengage Learning, 2011**]**

## HANDOUT: THE PURCHASED PAPER

One dark and stormy Thursday in December, first-semester student **EDGAR ALLEN** told his roommate, **BILLY**, —You might as well start looking for a new roommate. My college days are coming to an end.

Edgar‘s bad luck had started late that afternoon with a voicemail from **MR. LONG**, manager of the office supply store where Edgar worked part time. —I just found out, the message said, —that the regional manager wants an inventory of the entire store completed by Monday morning. To get this done, I need everyone at the store from 9:00 am to 9:00 pm on Friday, Saturday, and Sunday. No excuses. Be there!

*What a disaster!* Edgar thought. He had planned to spend the whole weekend working on the final paper for his composition class. It was due Monday morning, and he couldn‘t imagine writing a passing paper while working 12-hour shifts all weekend. Worse, without at least a C in English, he‘d lose his financial aid, and then he‘d have to drop out of college. The money he made working part-time barely covered his food, rent, car payments and insurance, and there was no way he could pay tuition on top of that. **MRS. ALLEN**, Edgar‘s single mom, was planning to buy a new car—her first ever—and she made it perfectly clear she wasn‘t going to help with his tuition. —I‘ve taken care of you and your brother for 24 years, and now it‘s *my* time to enjoy life!

Panicked, Edgar called **PROFESSOR PINE** to tell her he wouldn‘t be able to: turn in his composition on time. He explained his situation to her and begged for an extension. —I‘m sorry, Edgar, Professor Pine replied. —I warned everyone weeks ago that I have to turn in final grades on Tuesday. If I don‘t get your paper on Monday morning, you‘ll get a zero. I guess you‘ve got an important choice to make!

—That‘s no choice, Edgar told Billy. —If I fail the class, I‘ll lose my financial aid, and if I don‘t show up for work, I‘ll get fired. Either way, I‘m through in college. —C‘mon, man! Billy countered, —No one writes their own papers anymore. There are thousands of papers for sale on the Internet. I‘ll even find you one.

But all weekend at work, Edgar kept telling himself that he was *not* going to turn in a purchased paper. He‘d write the paper himself, even if he had to stay awake the whole weekend. But after work on Friday and Saturday nights, he was too tired to concentrate so he went to bed vowing to write the paper Sunday night no matter what. When Edgar returned from work exhausted on Sunday night, Billy met him at the door. —Great news! I found you an English paper on the Internet and it‘s a guaranteed ‘A.‘ I printed it out with your name on it, and I had a campus security guard put it in Professor Pine‘s mailbox. Your semester is officially over, my friend, and now you‘re coming with me to Clancy‘s to celebrate. The first round is on me. He grabbed Edgar by the arm and dragged him out the door. —All right, all right, Edgar said. —I‘m too tired to argue.

It took Professor Pine about five minutes of searching the Internet to find the essay that Edgar had submitted. She liked Edgar and knew he was under a lot of pressure. Actually Edgar had some good writing skills, and if she didn‘t count this plagiarized paper, he‘d easily get a C in English, keep his financial aid, and stay in college. *Everyone needs a break once in a while*, she thought. But when she told her colleague **PROFESSOR CORDOVA** that she was going to overlook Edgar‘s plagiarized paper, he exploded. —Oh, no you‘re not! You have to fail this guy and make an example of him! Otherwise, you‘ll get a reputation as a sucker and a pushover. Worse, once that happens you‘ll lose the respect of your colleagues. Don‘t even think about passing him!

Embarrassed by Professor Cordova‘s reprimand, Professor Pine wrote a zero on Edgar‘s paper and entered an F for his final grade.

*** * * * ***

*Listed below are the characters in this story. Rank them in order of their responsibility for Edgar's failing grade in English. Give a different score to each character. Be prepared to explain your choices.*

“1” is most responsible ( 1 2 3 4 5 6 )and “6” is Least responsible

__ Edgar Allen, English student __ Billy, Edgar’s roommate __ Mr. Long, Edgar’s boss

__ Mrs. Allen, Edgar’s mother __ Prof. Pine, Edgar’s teacher __ Prof. Cordova, Prof. Pine’s colleague

Diving Deeper: Is there someone not mentioned in the story who may also bear responsibility for Edgar Allen’s failing grade?

[**Source**: Skip Downing (with thanks to Jan McMannis & Pam Allen of the U. of Pittsburgh for the original idea and to Robin Middleton of Jamestown Community College for important contributions to this version.)]

## Lesson Plan: Cheating

**Submitted by:** Carrie Finestone

**Suggested Time Period:** Class 1: 15-20 minute discussion; Class 2: 50-75 minutes.

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Demonstrate an understanding about cheating and plagiarism in our society.
- Summarize points from a persuasive article, citing text, and emphasizing the author's purpose for writing using a template which models research paper writing skills.

**Core Student Success Skills Addressed:** Critical Thinking Skills, Communication, Collaboration Organization, and Self-Assessment

**Materials:**

- Article: *A Nation of Cheaters*, available online at http://www.scu.edu/ethics/publications/ethicalperspectives/cheating.html
- Handout: Template
- Handout: Four Scenarios

**Context within the Course:** This activity builds on summarizing skills. This would be used after 8 weeks of the semester when students have practiced writing summaries.

### Instructions:

1. During the last 15-20 minutes of the first class session, the handout will be distributed. The following Pre-Reading Questions should be discussed.

- Define cheating. Define ethics.
- Why do people cheat?
- Is cheating wrong?
- How do we learn that it is wrong?

2. Next, assign the Boston Globe article *A Nation of Cheaters* by Kirk Hanson. The corresponding template which follows the article should be thoroughly explained and assigned for homework.

3. During the second class session have students return to class, hand in their templates, and discuss the reading. Instructor lists examples of cheating from the article on the board.
4. Turn to the last two pages of the handout. Divide the class into four groups. Four scenarios are given, and the instructor will assign one scenario to each group. The groups must choose two actors, one recorder, and one reporter. The actors will rehearse their assigned script in front of their group for approximately 10 minutes. This will include a discussion of the questions that follows each script, and the recorder will record the group's responses in detail. After all groups have finished, each group will read their scenario to the class. The group's reporter will then read the question that follows and relate the group's answers. Classroom discussion of the scenario and question will follow before the next scenario begins.

**Assessment:** Students will write a one page reaction paper. They must include the consequences of their cheating scenario and discuss whether or not their opinion has changed regarding this type of cheating.

**Next Steps:** The template activity should be repeated throughout the remainder of the semester so that students understand the structure and format of citations in preparation for research paper writing in the future.

**Optional Activities:** Instructors may create additional skits for larger classes. Movie(s) such as "Wall Street" can be shown.

**HANDOUT: A Nation of Cheaters**

Directions: After reading the Boston Globe article *A Nation of Cheaters*, fill in the following information. You are first giving a summary of the article (using proper in-text citation) and then pointing out the author's message and position on the subject.

According to _____ (←list the author here), in "A Nation of Cheaters," (now summarize the article's point→)

_____
_____
_____
_____
_____

(list the source you used in parentheses at the end of the sentence

->(_____). (Now explain what this position is saying using the following phrase: )This points out (or emphasizes or means)

_____
_____
_____
_____
_____
_____

## Handout: Four Scenarios

Scenario 1

Sue: Have you started your paper for writing class?

Mike: Nope, and I don't think I want to.

Sue: I know! She is so mean assigning us that project! It is too much work!

Mike: Tell me about it! Hey, I have a buddy who goes to UML…

Sue: Yeah?

Mike: And he said if we type in the words "free essays" in the computer, a whole bunch of essays pop up and you can pick and choose which one you want and then just substitute in your own information wherever you need to.

Sue: I don't know if that's a good idea.

(*Is she saying that because she thinks it's wrong or because she doesn't think she can get away with it?)*

Scenario 2

Joe: Hey Brenda what's up? I haven't seen you at work in a couple days.

Brenda: Oh nothing much. By the way, did you see all the new pens the boss ordered? There were at least 20 boxes of them!

Joe: Really? What's he using them for?

Brenda: Nothing yet he said. He just wanted to make sure we have enough pens whenever we need them.

Joe: Ooh, that's stupid.

Brenda: I guess. But I also think he wouldn't miss me taking one box of pens home. I'm low on them and considering how little they pay me, they can afford it and I can't.

(*Is this ethical? What are the disadvantages to doing this?)*

Scenario 3

Francisco: Oh I'm rushing to get my taxes done!! Honey, help me!!

Margaret: Oh Frank, you always put things off until the last minute! I'm sick of this!

Francisco: Don't worry. It won't take long I promise. I've got this idea.

Margaret: What could that be my dear one?

Francisco: I'm going to make sure we get a bigger refund this year. I'm going to fudge some numbers. Everybody does it.

(*If everybody does it, does that mean it is permissible?)*

Scenario 4

Mrs. McGillicuddy: Hello Marcus. Please get seated for your MCAS today. You know it's a very important test.

Marcus: I know Mrs. McGillicuddy. I'm very nervous that I won't get my diploma! I can't have a good future without a diploma. Whatever will I do?

Mrs. M: Oh, not to worry. I'm sure you'll do fine. Here's the test and you need to get started now.

(*Marcus works for 5 minutes. Mrs. M. comes over.)*

Mrs. M: Oh Marcus are you sure that's the answer you want to put down for #7? You might want to rethink that.

(*Who is cheating here? Does this have any consequences?)*

## Lesson Plan: A Great Summarizing Technique--Read, Turn Over, and Write!

**Submitted by:** Denise Marchionda

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Write a brief summary.
- Read for relevant information.
- Use internal citations correctly when borrowing ideas.

**Core Student Success Skills Addressed:** Organization, Communication, Collaboration, and Critical Thinking

**Suggested Timeframe:** 50 minutes

**Materials:** Scholarly articles, newspapers, textbooks, etc., (any materials that could be used for research purposes)

**Context within the Course:** Early in the course, as summarizing is key skill related to reading and will be needed in research writing in Composition I. This activity helps students to organize their sources to use for writing assignments. In doing this summarizing activity, students sort through sources, make detailed notes, and choose which sources are relevant to their topic.

**Instructions:**

1. Students are ready with pen and a clean sheet of notebook paper off to the side of their desk. They are asked not to pick up the pen until the instructor tells them to.
2. Instructor displays an article via projector onto the screen.
3. Instructor reads aloud a paragraph or two of the article to the students.
4. Instructor turns off the projector and asks the students to write a summary of what was just read aloud.
5. Instructor pauses for about five minutes.
6. Students then compare what they wrote for a summary with two or three students nearby.
7. These small groups must discuss what was similar, and what was different, in each of their summaries

8. Debrief as a whole class group.
9. Most students will have basically the same summary, with perhaps a different fact that individuals keyed in on.
10. Instructor explains that each individual summary is valid, and individuals will key in on facts that they connect to in some way. Also, while preparing for a writing assignment, students will read articles and find the most important information that they need for their topic using this technique.
11. The instructor may continue reading aloud each paragraph, pausing for students to write summary information as time allows, or instructors may want to give the article that was displayed via the projector to students to continue practicing the technique silently in class, or this can be a homework assignment.
12. Students are then given the handout, "A Great Summarizing Technique: Read, Turn Over, and Write!" to read another article or continue to gather information for a research project.

**Assessment:** Either with instructor supplied materials, or students' own research, students will then work on using this technique while reading other articles.

**Next Steps/ Optional Activities:** This technique, along with paraphrasing technique can be used throughout the course for small or large readings. Internal citations and Works Cited page instruction can come before or after this exercise as students are preparing for incorporating source/summary materials into their writing. A **Paraphrasing Practice Lesson** may come after this lesson as it is a good comparison technique for gathering information. Using the same material for summarizing, students can paraphrase and then summarize, and then compare the outcome.

## Lesson Plan: Point of View—Shifting from First to Third Person

**Submitted by**: Kelsey Hellwig
**Suggested Timeframe**: 50 minutes

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Recognize first and third person pronouns.
- Use appropriate pronouns to maintain consistent point of view.
- Offer and accept feedback from one another.

**Core Student Success Skills**: Critical Thinking, Communication, and Collaboration

**Materials:**

- Peer workshop handout
- Textbook with pronouns listed for 1st, 2nd, and 3rd person points of view

**Context within the Course:** This activity can be done at any point in the course; however, in order to use it as an introduction to peer feedback, it should be used within the first few weeks of the semester. The activity should follow some previous instruction on pronouns and point of view so that the students are prepared to actively engage in shaping the point of view within their own writing.

**Instructions:**

1. Students bring in a paragraph of their own which has been written in first person. This paragraph is based on a choice and the outcomes of that choice. Since the topic lends itself to a first person point of view quite readily, most students have already created a consistent first person point of view. However, this activity could be done with any piece of the student's writing. In fact, the instructor may decide to have the students bring in a piece of work written in second person.

2. The whole class brainstorms first person pronouns as a list on the board. Then the instructor asks students to highlight or underline any of these pronouns within their paragraphs.

3. Next, the class brainstorms third person pronouns and nouns as a list on the board.

4. The instructor then gives the following instructions to the students: Pretend that you are writing about someone else's choice. (I say —choice because of the student's topic for the paragraph, but this could be modified to fit whatever other topic assigned by the instructor.) Create a name for this person

and write that name below your paragraph so that you remember it. Now rewrite the paragraph using this newly created name and any third person pronouns that you may need.

5. When students are finished rewriting the paragraphs, the instructor puts them into groups of three. The class discusses the purpose of offering and receiving peer feedback. Because this peer activity is focused specifically on point of view, it tends to be less overwhelming to students who may not have had any previous experience with point of view.

6. Students then exchange and read each other‘s original paragraphs as well as the revised paragraphs written in third person point of view. After reading the paragraphs, the students answer the questions on the peer workshop handout. Each student should read and respond to the two other students’ writing so that each student receives two sets of feedback.

7. When all members of the group have finished, the students can take turns explaining their comments to one another.

8. Finally, the class finishes by discussing how the paragraphs changed when the point of view changed.

**Next Steps:** This activity could be repeated with other writing assignments. A follow-up activity might involve shifting point of view from second to third person.

## Lesson Plan: Library Research Assignment: EBSCO, Gale & Noodlebib

**Submitted by:** Cathy McCarron

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Distinguish among different types of personality disorders.
- Apply knowledge of personality disorders to diagnose behavior.
- Retrieve articles from EBSCO and Gale databases to support the diagnosis.
- Highlight relevant quotes to support the diagnosis.
- Create a Noodlebib account and create a Works Cited page with two entries.

**Core Student Success Skills Addressed:** Communication, Collaboration, and Critical Thinking Skills**.**

**Suggested Timeframe:** 75-minute class and discussion during next class period

**Materials:**

- Textbook: *Case Studies in Abnormal Behavior*
- Worksheet: Library Research Assignment: EBSCO, Gale and Noodlebib
- Librarian in a Library Instruction Room with a computer and overhead projector

**Context within the course:** This assignment would be a good introduction to conducting research and should occur late in the semester.

**Instructions:**

1. Prior to class: Request a librarian to introduce students to databases and Noodlebib and reserve a library instruction room. Provide librarian with a copy of the assignment worksheet. Ask students to meet in the library for the next class. For homework, ask students to read Chapter 11, The Personality Disorders. Ask all students to read pages 200-202 and the overview of each disorder: Histrionic, Antisocial, Schizoid, and Malignant Narcissism. Then assign various students to read each case study: Hilde, Theodore Bundy, Theodore Kaczynski, Adolf Hitler, Josef Stalin and Saddam Hussein.

2. During class: At the beginning of the class, have students get in groups based on the case study they read. Then ask each group to describe the elements of the disorder and the highlights of the case study. After each group reports, ask if the students can think of any other well known people who may also suffer from that particular disorder.
3. Copy & distribute the worksheet below. Ask students to work together to diagnose the type of personality disorder Osama bin Laden may have had.
4. Have the students work in groups to complete the worksheet. You and the librarian circulate among the students to help them find the information.

**Assessment:** Collect the assignment and review work to see if students have understood how to use the databases, how to find relevant quotes, and how to use Noodlebib.

**Next Steps:** During the next class, ask each group to describe their diagnosis and prove why theirs is correct. Have students discuss the experience of finding information, using Noodlebib, etc. Pass around examples of correctly formatted Works Cited pages, and ask groups that did not complete the Noodlebib portion of the assignment correctly to complete it for homework

**HANDOUT: Library Research Assignment: EBSCO, Gale and Noodlebib**

Name: _____

In this assignment you will familiarize yourself with the Gale and EBSCO databases and the Noodlebib citation tool. Please complete the assignment by the end of class.

Now that you have pages 200-203 on *The Personality Disorders*, you are familiar with 11 disorders grouped under the following four categories: Histrionic, Antisocial, Schizoid, and Malignant Narcissism. Review the disorders and discuss among your group the potential disorders murdered al Qaeda leader Osama Bin Laden may have had. Using ONLY the Gale and EBSCO databases, compile evidence to support your evidence.

GALE (log onto Gale & use Advanced Search)

1. List the titles, authors, and complete publication information for two articles that seem relevant:
First Article: _____
Second Article: _____

2. EBSCO (log onto EBSCO & use Advanced Search)

List the titles, authors, and complete publication information for two articles that seem relevant:

First Article: _____
Second Article: _____

3. Compile evidence:
A. Skim the four articles to see if any can help you prove your point. Print out a few articles that look promising. Highlight any quotes that support your theory. Discuss them with your group. Then jot down

the four best quotes that would help you prove your theory about a personality disorder bin Laden may have suffered from.

| **Quote** | **How the quote supports your theory** | **author, page #** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| | | |
|---|---|---|
| | | |

3. Create a Noodlebib account. Develop a Works Cited page using entries from two of the articles you found; print out the Works Cited page; and attach it to this sheet. The finished entries should look like this:

**Sample Works Cited**

Canzano, John. “Canzano: LaGarrette Blount must go after post-game punch at Boise State.” *The Oregonian*. Oregon Live.Com, 3 Sept. 2009. Web. 10 Dec. 2009. <http://www.oregon.com>.

Hemingway, Ernest. “’A Clean, Well-Lighted Place.’” 1933. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Ed. X.J. Kennedy and Dana Gioia. Fifth Compact Edition ed. New York: Pearson-Longman, 2007. 148-151. Print.

## Lesson Plan: Analyzing Essay Exam Prompts

**Submitted by:** Kelsey Hellwig

**Suggested Timeframe:** 50 minutes

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Scan for directional words in essay exam prompts and explain what those words mean in the context of writing an essay exam.
- Create a thesis and plan a scratch outline for an essay exam and explain how the outline would address the prompt.

**Core Student Success Skills:**

Critical Thinking, Collaboration, Communication, and Organization

**Materials:**

- Handout —Strategies for Writing Timed Essay Exams
- Prompts— use prompts from past Basic Writing final exams or develop your own prompt.

**Context within the Course:** This activity could be used at any point in the semester to prepare students for responding to timed essay exams. I generally use the activity shortly before midterms in order to prepare students for midterms in their other classes, as well as the essay exam midterm that I give in practice for the final exam at the end of the semester. This activity is designed for a one hour and fifteen minute session, so it may need to be broken up for a fifty minute class.

**Instructions:**

1. Have students do a guided quick write which focuses on their concerns about timed writing essay exams. The first part of the quick write is focused around this question: What concerns do you have about timed writing essay exams? After giving the students about five minutes to respond to this question, have them move on to the following question: What do you like about timed writing essay exams?
2. Have students brainstorm a list of these likes and dislikes and record them on the board. Most students will express concerns about being limited in time while others will express how they like the pressure of having to complete an essay within a

specific amount of time. Either way, the instructor should follow up the brainstorming session with a discussion of how understanding essay exam prompts and proper planning can help students to manage their time effectively during these situations. At this point, the instructor can direct the students to the handout on timed writing exams, which is broken into four phases—planning, drafting, revising, and editing.

3. Have volunteers read aloud the definitions for the directional words (analyze, argue, describe, discuss, etc.). As each definition is read, the instructor should provide specific examples to illustrate a situation where the student may be given this directional word. Examples from other classes or career situations work well. For example, for the direction word —discuss, I might explain to the students how in a history class, they may be asked to discuss the effects of Industrialization in America. I would then ask the students how they would respond to such a question. What would it mean to discuss, in writing, the effects of industrialization in America?
4. After discussing the directional words, I would break students into groups of three or four depending on the size of class and the number of students. (I like to break them into groups randomly using playing cards.)
5. Once the students are in groups, they will be given a list of essay exam prompts and asked to circle the directional words. After circling the directional words, they should discuss what they are being asked to do in the prompt.
6. After groups have discussed the prompts, come back together as a class and have each group explain one prompt.
7. When the explanations are finished, the groups should choose one prompt. They will then create a thesis and a scratch outline with three to five points of development.
8. After groups have finished their thesis and scratch outlines, they will write these up on the board for the whole class and explain how their work addresses the prompt.

**Assessment:** Reading Quiz

**Next Steps:** This activity may lead to some group work in which students examine student essays written in timed writing situations in order to evaluate how well they address the prompt.

# Part IV: Student Success Skills

## Lesson Plan: People Bingo & Class Survey and Report

**Submitted by**: Ellen Nichols

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Identify common interests with other students in the class.
- Identify aspects of the humanities in their home communities.

**Core Student Success Skills Addressed:** Community in Class

**Materials:** Survey form; PowerPoint program

**Context within the Course:** This activity is good for the opening day of class. As students come into the room, the survey can be handed to them. This gives students something to do as there may be students arriving late due to being lost or looking for parking. The questions focus on students' own backgrounds as well as a warm up activity to the course as well. Then at the second class, the survey results can be the basis for the People Bingo cards and activity as well as a PowerPoint report that helps students see that there is a wide range of interests and experiences among members of the class as well as points of commonality.

**Instructions:**

1. As students arrive on the first day of class, they are handed a copy of the class survey. Students complete the survey while waiting for all students to find the classroom.
2. Once students have finished, the instructor can circulate and start to learn names and introduce students to each other.
3. After collecting the surveys, the instructor can consolidate the data and prepare People Bingo card and a PowerPoint presentation to use to report back to the class their responses.
4. The students are given the Bingo Card on the second day of class and must circulate around the room and find classmates who fit into each category. They each ask for the person's name and write it in the appropriate box.
5. Then the PowerPoint is shown to further help the class see their similarities and differences. This sharing of the data can help students to begin to feel their input and interest are valued. In addition, and perhaps most importantly, it helps students identify that they have knowledge and ideas related to the content of the course.

**Assessment**: The Bingo card filled in by each student reflects the student's awareness of their similarities to others in the class.

**Next Steps:** The People Bingo activity will help students begin to talk with one another and become familiar with some of their classmates' names. But, the learning of one another's names needs to be reinforced during each class until students succeed to learning the names of most of their classmates.

The PowerPoint presentation summarizing the results of the survey is an important step in helping students to connect with their classmates. The survey results will show the diversity of the class which helps students to feel more comfortable ("I don't have to be like everyone else as we are a diverse group"). Also points of commonality will emerge which is also helpful ("I do have things in common with these folks as well.")

## Handout: First Day of Class Survey

This is a class in which we will be exploring various issues related to criminal activity as well as gaining skills to make the college environment easier to navigate. The following questions will help us get started on that adventure.

1. What town do you live in?
2. How many years have you lived there?
3. What other countries have you lived in?
4. What other parts of the US have you lived in?
5. How many children are in the family you grew up in?
6. What language(s) is spoken in your home?
7. How many semesters have you been attending MCC?
8. Have you attended any other college?
9. If yes, which?
10. How many hours do you work per week?
11. What kind of work do you do?
12. What do you like to do in your spare time?
13. What sort of music do you most enjoy listening to?
14. What is one movie you have really enjoyed?
15. What is one thing you are willing to share with the class which might surprise them about you?
16. What might you like to do when you "grow up"?
17. Does your work schedule ever conflict with your class schedule?
18. If so, how?
19. What do you see is your greatest obstacle to overcome in order to be successful this semester at MCC?
20. Do you think criminals are born or made?
21. Do you think our criminal justice system is fair?
22. Is taking home office supplies from work the same as stealing from a store?
23. Do you think that criminals who are mentally ill should serve time in prison?
24. Would you steal food if you were without money and your family was hungry?
25. Is bullying just something that will (1) always happen with kids or (2) something that should not be tolerated in school?
26. How should bullies be punished? Moved to a different school? Suspended from school? Expelled from school? Required to meet with the school psychologist? Other?
27. Have you ever been bullied in school?[not to be shared on the people bingo card]

**A Sample People Bingo Card**

| B | I | N | G | O |
|---|---|---|---|---|
| Someone who is an only child | Someone who speaks more than one language | Someone who likes country music | Someone who is in their first semester at MCC | Someone who likes Chinese food |
| Someone who has lived in another country | Someone who was born in Massachusetts | Someone who loves to play video games | Someone who loves to dance | Someone who has been in a play |
| Someone who can fit their fist into their mouth | Someone who is one of four or more children in the family | Someone who wants to be a teacher | Someone who **has** traveled to another country | Someone who regularly attends religious ceremonies |

| | | | | |
|---|---|---|---|---|
| Someone who likes to draw | Someone who has lived in a town you have lived in | Someone who wants to transfer after attending MCC | Someone who would love to work for a circus | Someone who speaks more than two languages |
| Someone who wants to become a police officer | Someone who **would like** to travel to another country | Someone who has lived all his or her life in Massachusetts | Someone who has lived in Africa | Someone who likes hip hop music |

## Lesson Plan: Using a Monthly Calendar

**Submitted by**: Ellen Nichols

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Create a calendar of all their course assignments
- Use the calendar to remind them of due dates
- Use the calendar to plan study time and assignment completion

**Core Student Success Skills Addressed:** Time Management

**Materials:** Four blank monthly calendar pages. These can be found on the internet, on some word processing programs. Student will also need their course syllabi from all their courses.

**Context within the Course:** Students seem often to have difficulty keeping track of when they have assignments due. This can cause them to miss turning in assignments altogether or to spend far too little time completing assignments. The majority of our students have never used a calendar system for keeping track of due dates. An experience of creating such a calendar may lead to greater success in completing assignments in a timely manner.

In developmental level and first year courses, it can be wise to have some sort of assignment due nearly every day so that students get into a routine of doing some homework for the course several times a week. This can also help the instructor determine which students may not be attending to the course outside of class and suggest to students new approaches that may lead to greater success in college courses. But setting up a calendar may be a good first step.

This exercise should be completed early in the course so that students can begin to get a realistic idea of the time commitment their courses will require.

**Instructions:**

1. Distribute blank calendar pages to each student in class. Those who already have a calendar that they use may certainly use their own. Some students will have phones or laptops that include a calendar system, which would be even better as these systems may include reminders.
2. Ask students to consult their course syllabus to write in the date and time of their final exam. Many students are unaware that the final schedule is probably different then their regular class schedule.

Sometimes, too, families plan vacations that conflict with the finals schedule, so getting the date and time on their calendar may circumvent some of the end of semester scheduling difficulties. They should then write in the finals for their other courses. This schedule can be found on the MCC website.
3. Move next to any project/exam due dates that have already been given to students for this course and others. Not all faculty include a list of due dates for the semester, but students should record any that they have been given. Some students have set or relatively consistent work schedules or home responsibilities. These should be added as well.
4. Then, ask students when would be good study times for them. How much time do they anticipate spending on homework: reading, reviewing, outlining notes, completing projects, writing papers, studying for exams. The CCSSE data shows that the majority of full time MCC students spend five or fewer hours per week on homework for all their courses. We want to disabuse students of the idea that this is sufficient time to spend on coursework. Encourage them to block out projected study time. If there is an exam on their calendar, encourage them to note "review for exam" beginning three days before the exam.

Other important dates could be noted on the calendars; such as, the last day to withdraw from classes, the dates for the advising period, any upcoming campus events that might interest the student, etc.

**Assessment:** These calendars could be collected, and points could be assigned before returning them to students.

**Next Steps:** Throughout the semester, students could be asked to pull out their calendars and write in any new assignments they have been given, or to write in when they will begin a project, schedule a study group, begin to prepare for an exam, etc. They could also be asked what blocks of time they will use for studying/homework in a given week. In any event, reference to the calendar should be made throughout the semester in order to help students experience the benefits of using some sort of system for keeping track of time commitments.

## Lesson Plan: Rubrics for Self Assessment

**Submitted by**: Elise Martin

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Accurately assess their own work prior to submitting it to instructor, using the rubric or criteria given to them at the start of the assignment.

**Core Student Success Skills:** Self Assessment

**Context within the Course:** Rubrics may be used with every assignment

**Materials:** Rubric

**Instructions:**

1. I provide students with a rubric for each graded significant assessment within the course. The rubric describes the grading criteria for the assignment, and asks them to self-assess their own work prior to submission. Their submission of the completed rubric with the assignment is an expected component of the assignment – not optional, not extra-credit.
2. To encourage realistic self assessment, I offer a "carrot:" if the total points they award themselves in their self assessment comes within x number of points of my assessment of their work (in other words, if their self assessment demonstrates significant awareness of the strengths and weaknesses of their work), I award them the higher of the two scores.
3. To encourage thoughtful self-assessment, I ask students to explain what about their work caused them to assign themselves a particular score for each criteria. I do the same for them (provide rationale) for the first of a particular kind of assessment (e.g. the first concept map), not always for successive assessments of the same kind. (See sample rubric below)

**Assessment:** The completed rubric will serve as the means of assessing the student's own self-awareness of his/her strengths and weaknesses.

**Handout: Sample Rubric**

| Criteria | Your Self-Assessment | Your Rationale for Your Score | My Assessment | My Rationale for Your Score |
|---|---|---|---|---|
| Identifies major concepts as primary (worth 0-2 points) | | | | |
| Includes sub-categories and examples of major concepts beyond what is provided by instructor (worth 0-2 points) | | | | |
| Organizes all examples and sub-categories appropriately (worth 0-2 points) | | | | |
| Includes annotated links that explain relationships between items on map (worth 0-2 points) | | | | |
| Presented well (legible, neat, use of color-coding enhances understanding of map) (worth 0-2 points) | | | | |
| Self Assessment done thoughtfully (worth 0-2 points) | | | | |
| **TOTALS:** | | | | |

## Lesson Plan: Anticipating Exam Questions

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Review course material
- Discuss course material with an in-class study group
- Anticipate possible exam questions as an aid to studying
- Answer anticipated exam questions

**Core Student Success Skills Addressed:** Critical Thinking, Collaboration, Communication

**Materials:** Class notes, paper and pencils/pens

**Context within the Course:** In preparation for a major exam, students need to review and study course content that have been introduced through readings, PowerPoint presentations, lectures, class activities and discussion. Many students are unpracticed in study techniques such as organizing and outlining notes, taking notes during reading, making flash cards, etc. But one other important step that students may be unfamiliar with is determining what material to work on reviewing, understanding and remembering. The exercise of anticipating test questions, whether for an objective or essay style exam, can help students begin to understand the clues to possible test questions that occur throughout a course. If students do not think about the exam itself, they are less likely to take the time to work on reviewing/learning material; and if they do take the time, their efforts may not be as successful. This exercise will also serve as a review of course material and give students an experience of working in a study group.

**Instructions:**

1. Begin by asking the class if they can identify any clues they have been given as to what might be asked of them on the upcoming exam? The emphasis here should be on the clues themselves, rather than the content. For instance, what information has been repeated during the course. Repetition usually is a clue to the importance of the information. If information appears in a reading, is discussed in class and then written on the board or mentioned in the discussion summary or a subsequent class, it is usually information that is important to the course.
2. Next, divide the class into groups of at least three or four. Each group is given the task of writing ten possible exam questions for the upcoming test. Next each group exchanges their questions with those of another group and proceeds to together answer the questions from

the other group. When the group finishes answering the questions, they return their answers to the group from which the questions originated which checks their answers for correctness and completeness.

3. Finally, after all groups have completed this exercise, ask the class if there were questions that both groups had in common. Ask why they think this question appeared on both lists; what had been the clues that this question might be asked on their exam. Also ask if they found this exercise beneficial and why or why not. Suggest that this can be a great exercise for a study group to work through together. A recent study included in the book *Academically Adrift* reports that students do study in groups, but that the more time spent studying in groups, the lower the students grades. This suggests that the groups are not engaged in meaningful learning. This exercise provides a model for how to use group study time well.

**Next Steps:** Discussion could follow as to how to make use of these anticipated questions. How might students continue to review and reinforce this information? Study techniques related to learning styles could be introduced or reintroduced at this point. Inform students that they will be asked to discuss what study techniques they used to prepare for the exam as a part of the test. A reminder that repetition and time on task are key to remembering information could be given. *Using* the knowledge that they are gaining is important to long term memory.

**Assessment**: Exam.

After the exam, have students share what techniques they used to help them prepare for the exam, especially any that they found helpful.

For the next exam, help students to set up study groups that will meet before or after class to work together to anticipate exam questions for the upcoming test. Students could be given a class assignment to create possible exam questions with answers that each group member would sign. But the key here is that the groups meet outside of class time so that students can begin to experience that such a practice is possible, desirable, and helpful.

## Lesson Plan: Unit on Test-Taking

**Submitted by:** Carrie Finestone

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Accurately assess their devotion to study time.
- Accurately assess their learning style.
- Realize how much study time they need to devote to perform well on tests.
- Realize how each learner can utilize different methods to study for an exam.

**Core Student Success Skills Addressed:** Self Assessment

**Context within the Course:** This should be used before a major exam.

**Suggested Timeframe**: 30 minutes

**Materials:** The next series of pages are given as a handout.

**Instructions:**

1. Students are given the following handout in class.
2. They are given a few minutes to complete the survey.
3. Discussion follows, with the instructor asking students their final score on the survey.
4. Convert their scores into a grade; for example, if the survey indicates they have a total of 4 points, that means the amount of study time they are investing would earn them a grade of 40.
5. Spend the rest of the time going through the rest of the packet in class, showing students a variety of methods and strategies for successful test-taking.
6. The instructor may want to give in-class time for studying in groups. One successful tip: Select students who are successful to act as group leaders. After reviewing topics that will appear on the exam, group leaders will prepare study sheets and/or index cards for their group. In the next class, divide students into groups, each with one group leader, and the leaders will assist their group and help them set up their own study sheets and then begin to study for the exam.

**Assessment**: Exam

**Handout: Test-Taking Survey**

Take a few minutes to answer yes or no to the following questions.

| | Yes | No |
|---|---|---|
| When preparing for exams, is your primary study method to read over the material? | _____ | _____ |
| Do you tend to miss class the day before the exam? | _____ | _____ |
| After an exam are you unsure of how well you did? | _____ | _____ |
| Do you make up self-tests as a way of studying for exams? | _____ | _____ |
| Do you study both by yourself and with a group before a very difficult exam? | _____ | _____ |
| Do you tend to study only the day or night before the exam? | _____ | _____ |
| Do you review your lecture notes and text material together according to the topic? | _____ | _____ |
| Do you often know the answers to multiple-choice questions even before you look at the alternatives? | _____ | _____ |
| Do you review by reciting out loud or by making up study sheets? | _____ | _____ |
| 10. Do you space your study time over several days? | _____ | _____ |
| Total Points | _____ | |

Give yourself 1 point for each yes answer to questions 4,5,7,8,9 and 10, and 1 point for each no answer to questions 1,2,3, and 6. Now total up your points. A low score indicates that you need to learn how to study for college exams. A high score indicates that you are already using many good test-preparation strategies.

## Handout: Learning Styles

The following are some ways people learn, and some tips to help each type of learner improve. Once you understand your learning style, you may be able to: adjust your approach to the classroom and your study habits for maximum benefit. Older students tend to have multiple learning styles because their experience (jobs, military service, spouse, and children) has taught them to adapt. The most important thing to remember is: do what works for you!

**Visual Learners**: (You have to see it to believe it!)

Characteristics:

- Needs to see it to know it
- Strong sense of color. May have artistic ability.
- Difficulty with spoken directions. Over-reaction to sounds. Trouble following lectures. Misinterpretation of words.

Learning Tips:

- Use graphics to reinforce learning—films, slides, illustrations, doodles, charts, notes, and flashcards.
- Color code to organize notes. Use colored index cards, pens, and paper.
- Use flow charts and diagrams for notetaking. Visualize spelling of words or facts to be memorized.
- Write out everything for quick and frequent visual review.

**Auditory Learners**: (If you hear it, you remember it.)

Characteristics:

- Prefers to get information by listening—needs to hear it to know it.
- Difficulty following written directions.

Learning Tips:

- Use tapes for reading and for class and lecture notes.
- After you have read something, summarize it on tape or aloud.
- Verbally review spelling words and lectures with a friend.

**Tactual Learners**: (If you can touch it with your hands, you will remember it.)

Characteristics:

- Prefers hands-on learning. Can assemble parts without reading directions.
- Difficulty sitting still. Learns better when physical activity is involved.
- May be very well coordinated and have athletic ability.

Learning Tips:

- Experiential learning (make models, do lab work, and role play)
- Frequent breaks in study periods
- Trace letters and words to learn spelling and remember facts.
- Use a computer to reinforce learning through a sense of touch.
- Memorize or drill facts to be learned while walking or exercising. Write out facts to be learned several times.

## Handout: Effective Study Tools and Strategies

| Study Tool | Preparation Strategy | Review Strategy |
|---|---|---|
| **Highlighting** | Re-mark text | Recite Main Points Aloud |
| **Text notes** | Dig through text and write main idea | Recite information, ideas points and details from headings |
| **Summaries** | Dig through text and lecture notes to identify the big picture and write main idea | Recite aloud or explain information to someone else |
| **Concept maps** | Design and draw | Sketch from memory or recite key points |
| **Charts** | Create charts | Recreate charts from memory |
| **Study Sheets** | Dig through text and lecture notes to organize under main topics | Recite aloud and in writing |
| **End of Chapter Questions** | Write out answers | Practice reciting answers |
| **Word and question cards** | Select information and write out cards | Recite aloud or in writing; |
| **Study Groups** | Prepare materials with group | Retest missed items. Explain material to group members. |
| **Self-tests** | Select information and construct test | Take test in writing, and recite aloud; retest |
| **Predict essay questions** | Plan answers | Write out answers |

*Adapted from "College Rules!" Sherrie Nist and Jodi Patrick Holschuh, Berkley: Ten Speed Press, 2002, and "Orientation to College Learning" Dianna Van Blerkom, Belmont: Wadsworth Publishing Company, 1995*

## Handout: Five-Day Study Plan Overview

| | | |
|---|---|---|
| **Tuesday** | | |
| Prepare | Ch1 | 2 hrs |
| **Wednesday** | | |
| Prepare | Ch2 | 2 hrs |
| **Thursday** | | |
| Prepare | Ch3 | 1-1/2 hrs |
| Review | Ch2 | 30 min |
| Review | Ch1 | 15 min |
| **Friday** | | |
| Prepare | Ch4 | 1 hr |
| Review | Ch3 | 30 min |
| Review | Ch2 | 15 min |
| Review | Ch1 | 10 min |
| **Sunday** | | |
| Review | Ch4 | 30 min |
| Review | Ch3 | 20 min |
| Review | Ch2 | 10 min |
| Review | Ch1 | 10 min |
| Self-test | | |

**Tips**:

- Study the oldest material first as the most recent material will be freshest in your mind.
- Study 50 minutes, and then take a 10 minute break. Stretch, relax, have a healthy snack.
- Stop studying when you are no longer being productive.
- Review. After reading a section, try to recall the information contained in it.
- Look over old exams as a resource.

## Handout: Tips for Taking Multiple Choice Questions

Well designed questions contain a clear stem and four types of responses.

- The correct answer
- An off-the-wall wrong answer
- A tricky "near distracter" (may contain a qualifier—see below, short negative particle or may focus on one idea emphasized in the passage rather than on the whole
- A clearly wrong answer if you read carefully (often contains words from the passage/stem but content is clearly wrong)

This is why students are taught to eliminate two answers, the off-the-wall and the clearly wrong-if-you read. Use POE (process of elimination). A positive choice is more likely to be true than a negative one (near distracters may be negative).

Usually the correct answer is the choice with the most information. However, this isn't always the case. If you have to guess, select the choice with the most information.

Consider "all of the above" or "none of the above." Examine these alternatives to see if any or all of them or none of them apply TOTALLY. If even one does not apply totally, do not consider "all of the above" or "none of the above" as the correct answer. Make sure that a statement applies to the question since it can be true. Some test-taking experts suggest that a positive qualifier is likely to signal the right answer, a negative qualifier the wrong answer.

Note negatives. If a negative such as "none," "not," "never," or "neither" occurs in the stem (passage), know that the correct alternative must be a fact or absolute, and that the other alternatives could be true statements, but not the correct answer.

**Note superlatives**. Words such as "every," "all," "none," "always," and "only" are superlatives that indicate the correct answer must be an undisputed fact. This is rare in most readings,and do not select that choice.

**Note qualifying words:** "usually," "generally," "may," and "seldom," are qualifiers that could indicate a true statement.

Watch for two-part answers as near-distracters: one part may be correct, the other incorrect.

Read the whole selection and note: how is this paragraph presenting information?

**Tip:** Ask and form questions as you read. View each section differently. Look at how the author set up the reading and realize that readings have parts. Then look at the question and see what it is asking you to find. Then use POE. First, eliminate the wrong answer. Make sure the answer is what you are trying to find, not simply a true statement from the reading.

## Handout: The Six Hour D and How to Avoid It

**This is an attempt to convince you that there is a way to study effectively so you can do better**. Despite advice, some students find themselves getting bad grades even though they spend a lot of time studying. The first thing you need to do is to abandon the techniques which result in a "Six-Hour D."Students who use the "obvious" way to study a book or readings (highlight and review) commonly do very poorly on tests which require a genuine understanding of the material. Often, these students spend a considerable time studying. For example, they may spend six hours on a chapter, yet do poorly on the chapter quiz. They say things like "I studied six hours but I still got a D! What am I doing wrong?" The student who gets a "six hour D" often goes to extraordinary efforts to "work with" the text, without ever really reading it slowly and carefully to understand it. This student may spend hours writing down every answer to every question, or highlighting all the "answers" and reviewing them. But almost every time, a student who gets a six hour D proves unable to answer study questions or explain the topics they need to understand.

**What you need to do** is engage in self-testing, and it must be self-testing that works to give you feedback about whether or not material is really learned. In the case of our class, turn all the titles and subtitles into study questions. Read the question and try to answer them without looking at the text. If you cannot answer the questions this way, you will not do well on the tests. If you can, you will do well.

**Here is another helpful strategy**: Read the material, trying to understand the underlying ideas. A few minutes later, go back to the page, block off the text, read the question, and see if the answer can be retrieved from memory. This will show you if you have truly understood the ideas and retained them in retrievable form.

**Self-testing** is an example of what psychologists call metacognition or "thinking about thinking." The procedure is a simple metacognitive procedure which allows you to determine whether or not you have truly understood the material. Memorization is not important. Good memory comes from comprehension. If you comprehend ideas, memory comes naturally. In general, memorization is a poor approach to college-level studying. Memorization of superficial details will not work. Instead, you have to understand ideas. This means building something new in your brain. The way to find out if you can "construct" an idea is to require yourself to produce it, given a modest cue such as a study question. Practice speaking aloud the answers to your study questions (or SQ4R questions) without looking at the page. This is what one student wrote after changing their study methods: *I am now learning to read—just read—then go back to each paragraph and make a study question for it in the margins. Then I go back again and answer the questions. (Dewey, R. (1997, Feb.12) The "6 hour D" and how to avoid it.)*

## Lesson Plan: Dealing with Stress and Increasing Motivation

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Describe methods for dealing with stress and increasing personal motivation
- Assess their own level of stress using online tools

**Core Student Success Skills Addressed:** Communication, Self-Assessment, Critical Thinking

**Materials**: YouTube clips

**Context within the Course**: This activity could be used before the middle of the semester when assignments and stress levels mount.

**Instructions:**

1. Students watch the following YouTube Clips on stress and motivation. Instructor shows the following You Tube Clips to the class, stopping after each and discussing the message.

- **"I Love Living Life. I Am Happy."** http://www.youtube.com/watch?v=H8ZuKF3dxCY (Get encouragement by Nick Vujicic who was born without arms or legs)
- **"4 Ways to Deal with Stress..."** (Sean Stephenson on stress) http://www.youtube.com/watch?v=YmxBBo-sxUE

2. Have students take the "Burnout Self-Test" online at http://www.mindtools.com/stress/Brn/BurnoutSelfTest.htm. This will give the students a sense of where they are stresswise.

[Thanks to James Braun, Brevard Community College, On Course Conference, 2011, for sharing this resource.]

**Assessment:**

This may be followed by journal writing on stress or a discussion of those who have overcome disabilities or handicaps.

# Appendix: Sample Course Syllabus

**Explorations: The Criminal Mind**

ENG 100-50
**Tuesday/Thursday @ 9:00-10:15 p.m. LC 207**

**With Carrie Finestone**
**Office hours:** MWF 10:30-11:30
R 10:30-11:30
**Office location:** LC 5th floor Cubicle 36
**Office phone:** 978-656-3127
**Email:** finestonec@middlesex.mass.edu

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **9:00** | | Explorations: Criminal | | Explorations: Criminal | |
| **10:00** | Office Hour 10:30-11:30 | Minds | Office Hour 10:30-11:30 | Minds | Office Hour 10:30-11:30 |
| **11:00** | | | | Office Hour 10:30-11:30 | |
| **12:00** | | | | | |

This interactive and interdisciplinary course explores true crime, and ethical and deviant behavior. Students will learn to write in a variety of styles, genres, and perspectives in response to selected topics involving certain antisocial personalities such as the bully, the sociopath, and the psychopath. Ethical theory, honor codes, and moral decision-making will also be explored. Important college success skills are embedded, which include critical thinking, communication, study skills, and information on college resources. This course is specifically designed for students who have taken or are taking ENG 071 and who need more experience with writing. It is not for those who have completed ENG 101 or above.

*As this course was redesigned under the Title III grant, Strategies for Success, students will demonstrate improvement in their:*

- ***critical thinking***
- ***collaboration****: community in class, student development, service learning, civic engagement*
- ***communication****: oral, written, quantitative, technological, information literacy*
- ***organization****: time management, note taking, test, taking, study skills*
- ***self assessment****: academic goal setting, career goal setting, self advocacy*

*Items on the class schedule that are starred (*) were designed to support student learning in these areas.*

**Course Objectives:** As a result of this course students will be able to::

- Identify and explain certain criminal personalities as well as psychopathic and sociopathic behavior.
- Discuss and analyze the development of personal ethics. This will include summarizing and critically exploring moral responsibility and ethical problems in professions and in daily life, as well as examining the importance of ethical behavior in society and the consequences of unethical behavior.
- Develop practical strategies for managing conflicts in personal and professional life.
- Produce a college-level analytical or persuasive essay on applying ethics to a specific situation or problem at work.
- Demonstrate student success strategies which will include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking.

**Required Texts:**

- Chapter One of *Ethics: Theory and Practice, 10th edition* by Jacques P. Thiroux and Keith W. Krasemann (Prentice Hall, 2009). This selection from the book is available for sale in the bookstore.
- *Case Studies in Abnormal Behavior* by Robert G. Meyer, L. Kevin Chapman and Christopher M. Weaver (Pearson, 2009)

**Materials Needed for Class**: Each class you will need one pencil or pen, your reading or textbook, and a notebook or section of a notebook. I would also like you to buy a planner. Finally, you will need a journal for written assignments regularly handed in to me. Please make sure it is a light-weight notebook.

**How to Be Successful in this Class**

- **Attend class**. A lot happens in class.
- **Turn in *all* assignments on time**. Every grade counts!
- **Pay attention in class** as we have much to learn from each other.
- **Participate in discussion**. This means asking as well as answering questions.

- **Get help** if you are unsure of the quality of your work on any assignment. The college provides free tutoring on campus and electronically through e-tutoring.
- **Communicate with me**. Talk with me in person, by phone or email: finestonec@middlesex.mass.edu
- **Go to the Writing Center or make an appointment to see me before you write your final paper for this class**. The Writing Center in Lowell is located on the fourth floor of the main building (LC), Room 406B. Writing professionals will read your work, give you feedback, help you with all types of written assignments, and are available free of charge.

**Policies for this Course**

**Attendance:** Your success in this course is dependent on your attendance in class where we discuss the readings, practice college success skills, hear presentations and lectures, and complete hands-on assignments. **If you miss more than two successive class sessions or a total exceeding six class hours, you are unlikely to achieve a passing score because of all the work you will miss.** There are assignments that must be completed in class which cannot be "made up," and late assignments are not accepted without prior arrangement. So come to class so that you can get the most out of this class and earn the grades to pass the course (and even get an A!)

**Definition of Plagiarism:** The Middlesex Community College student handbook defines plagiarism as, "taking and using the ideas, writings, or data of another without clearly and fully crediting the source. Examples include: not citing another person's actual words or replicating all or part of another's product; using another person's ideas, opinions, work, data, or theories without reference, even if they are completely paraphrased in one's own words; borrowing facts, statistics, or other illustrative materials without giving credit to the source; unauthorized collaboration with others on papers or projects." Plagiarism may result in failure on the project or the course.

**Late Assignments**:

- All assignments are **due at the beginning of the class** period (not later that day) on the day listed on the syllabus.
- If you anticipate a problem completing an assignment on time, contact me via email, phone or in person, and we will **discuss an alternative due date**.
- **No late assignments will be accepted without this prior arrangement.**
- Emailing an assignment to my address ***before*** the class session will be an acceptable alternative to handing in the assignment in class ***if you are unable to reach the class on time.***
- **No** In-class assignments will be accepted on a later date unless an arrangement has been made ahead of time.

**Class Behavior:** As students will be sharing ideas and trying new activities in this course, **respect** must be displayed at all times. This includes arriving at class **on time**, l**istening** to one another, and **ignoring** cell phones and texts. Disruptive behavior will be subject to disciplinary action. The classroom needs to be an environment that supports the learning of all.

**Academic Accommodation:** Students with disabilities who may need academic accommodations should discuss options with their professors during the first two weeks of class. I am happy to work with any student.

**Grades will be posted in "My Grades" in Blackboard**

**Grading Criteria**

| | |
|---|---|
| **Homework, Classwork, Journals** | **45%** |
| **Essays** | **25%** |
| **Quizzes** | **15%** |
| **Participation** | **5%** |
| **Final Exam** | **10%** |

The final grade will be based on the total of the grades earned: (93%-100%=A; 90%-92%=A-; 87%-89% =B+; 83%-86%=B; 80%-82%=B-; 77%-79%=C+; 73%-76%=C; 70%-72%=C-; 67%-69%=D+; 63%-67%=D; 60%-62%=D-; Below 60%=F)

***Keep track of your grades by checking the "My Grades" feature on the course Blackboard site.***

**Winter Weather:** Notice of cancelled classes due to weather is broadcast over the following AM radio stations: WRKO-680; WCAP-980; WBZ-1030. Also tv channels 4, 5, and 7 announce this. You can also call 978-656-3200 to hear a recording of school cancellations or delayed opening. A delayed opening means that the college will open at 10:00 a.m. Classes that begin before 10:00 a.m. will not take place.

| | ***CLASS CALENDAR*** | |
|---|---|---|
| **TOPICS** | **HOMEWORK DUE TUESDAY** | **HOMEWORK DUE THURSDAY** |
| **Week 1**<br>**September 8, 10**<br>***Class Survey, Go to Bookstore, Purchase materials**<br>***People Bingo** | | |
| **Week 2**<br>**September 13, 15**<br>**Share survey**<br>**Current events with abnormalities!**<br>***Think Aloud with Ethics; * Think Aloud using the MCC Honor Code; Annotating a text** | Personalize/decorate your journal.<br>One page freewrite (Quick Write): Define ethics. You may use a dictionary definition but you need to comment on it. Also include why this topic might be included in the course. | Do a Think Aloud to read p. 2-3 and 7-9 in Ethics chapter highlighting confusing material and bringing the marked passage back to class.<br>Read the MCC Honor Code. |
| **Week 3**<br>**September 20, 22**<br>***Using a monthly calendar; *Annotating Kohlberg's Theory of Moral Development; paraphrasing**<br>**TBL quiz** | September and October monthly calendar due<br>Ethics: Read p. 10-13; annotate the reading (this will be checked) | Ethics: p. 23-25; In journal: Explain Kohlberg's theory of moral development, putting the stages in your own words (paraphrase it) |
| **Week 4**<br>**September 27, 29**<br>***The Purchased Paper**<br>**Cause-Effect Paper (lack of morals and effects/causes)**<br>**Big Rock/Little Rock** | Complete LSI<br>Read "The Purchased Paper" and rank the characters in order of responsibility | No class for us |
| **Week 5**<br>**October 4, 6**<br>***Cheating Unit**<br>***Shifting from 1st to 3rd person** | Rough draft due: Cause-Effect Paper<br>Read "A Nation of Cheaters"<br>Read "The Late Paper" and rank the characters in order of responsibility; then write in your journal your | *Template to A Nation of Cheaters due. |

| | | |
|---|---|---|
| **Peer editing & rubric** | reasons for ranking them as you did | |
| **Week 6**<br>**October 11, 13**<br>**Main-idea**<br>**Nature Nurture: *Class Handout: Nature Nurture Readings &Discussion**<br>**Reading Log**<br>***Do Parents Matter?** | Cause-Effect final paper due<br>Read "Twin Lessons: and annotate the text. | Read *Why Chinese Mothers Are Superior," complete Reading Log |
| **Week 7**<br>**October 18, 20**<br>**Text: "Case Studies in Abnormal Behavior"**<br>**Chapter 1**<br>**DSMs**<br>**Think Aloud**<br>**TBL Quiz** | Writing Assignment on Nature Nurture due | No School – Professional Day |
| **Week 8**<br>**October 25, 27**<br>**Depressive, Psychopath**<br>**Columbine shootings**<br>**Self-assessment: How are you doing this semester?**<br>**Inferences & Visual Texts (pictures: what do these images convey?)** | *Using "Case Studies in Abnormal Behavior: Chapter 1 Study Guide due p. 1-13 | Read * "The Depressive and the Psychopath." Answer q. 1-3. Work on compare/contrast paper on this topic. |
| **Week 9**<br>**November 1, 3**<br>**Personality Disorders**<br>***Library Research Assignment (6 case studies, groupwork)**<br>**TBL Quiz** | Text: Read p. 201-202. Record your own personality types in your journal (you will have several!) Then write a paragraph choosing 3 of your strongest traits and give an example of each. | Read the overview of each disorder: histrionic, antisocial, schizoid and malignant narcissism. In journals, summarize the main-idea of each and respond. |
| **Week 10**<br>**November 8, 10**<br>**Psychopathy**<br>**Case Studies** | Rough draft compare/contrast paper due | Prepare for group oral presentations on case studies<br><br>LAST DAY TO WITHDRAW FROM |

| **Oral presentations** | | CLASS |
|---|---|---|
| **Week 11**<br>**November 15, 17**<br>***Should You Ever Be a Snitch?***<br>*** Audience, Purpose, and Persona** | Compare/Contrast Paper due | Read the handout, *Should You Ever Be a Snitch?* |
| **Week 12**<br>**November 22, 24**<br>**Persuasive Writing & graphic organizer.**<br>**What do I do Ann Landers? Resolving real life problems** | Come to class prepared with 3 reasons in favor of and 3 reasons against being a snitch. Use reasons that include what we have covered this semester. Look at your book and notes and complete the assigned graphic organizer. | NO SCHOOL- THANKSGIVING! |
| **Week 13**<br>**November 29, December 1**<br>***Library Research Assignment**<br>**SQ4R** | No homework due | *Read *I Will Never Know Why – Golden Lines*<br><br>Respond to someone's problem (What do I do Ann Landers?) |
| **Week 14**<br>**December 6, 8**<br>**Disorders with Violence**<br>***A Great Summarizing Technique: Read, Turn Over, and Write!** | Text: Read p. 243-248 using SQ4R method of reading & note-taking | Library Research Assignment due |
| **Week 15**<br>**December 13, 15**<br>**Prepare for exam**<br>**Snowball Technique** | Optional Extra Credit Assignment: Text: Serial Killers p. 250-252; Family Violence, Child Abuse p. 254-256. Write a two paragraph summary of each. Use the method practiced in class. | Group study for final exam |

**Final Exam:** Thursday, Dec. 22 @ 10:30-12:30

*This schedule is subject to change, so be sure to check with your classmates for any changes in assignments or due dates in the event you must miss class. No late journal or writing assignments will be accepted without arrangements; so again, if you miss class, be sure to find out if there is any journal assignment due the next class.*

***Writing Rubric for Formal Written Papers***

| Ability | Grade: 90-100% | Grade: 80-89% | Grade: 70-79% | Grade: 60-69% | Grade:0-59% |
|---|---|---|---|---|---|
| **1. Introduction that fulfills a specific purpose with a clear thesis & effective grabber.** | Introduction provides a coherent response, a clear thesis & grabber which reflect confidence and careful thought. | Introduction provides a coherent response, clear thesis and good grabber. | Introduction provides a coherent response to the assignment; thesis and grabber are present. | Introduction provides a response to the assignment; thesis is vague or inadequate with weak grabber. | Introduction does not relate to the assignment; non-existent thesis; there is no grabber. |
| **2. Topic sentences supported, developed, and illustrated by relevant details.** | General statements supported, developed, and illustrated by relevant details. | General statements usually supported, developed, and illustrated by relevant details. | Inconsistent details support general statements. | Some irrelevant details, some inappropriate details; paper short and underdeveloped | General statements lack support, details, and development. |
| **3. Conclusion is well-thought out and developed.** | Conclusion ties together all aspects of the paper in a logical, effective manner. | Conclusion is mostly organized tying the main points of the essay together. | Conclusion may be present, but is not well organized or thought out. | Conclusion is too brief and does not leave the reader satisfied. | Conclusion is non-existent. |
| **4. Evidence of effective paragraphing and sentence structure including vocabulary, word choice, and language.** | Strong command of sentences and paragraphs; vivid word choice; language is accurate and communicates sophistication | Reflects mostly a command of sentences and paragraph structure. Language communicates intent and is accurate for the requirements of the assignment. | Sentence structure may be relatively simple but phrasing clear; adequate paragraph structure.<br><br>Language may be vague or include vocabulary inappropriate for | Paragraphs have lapse in unity and coherence. Sentence structure is confusing. Language is much too often unclear. | Poor paragraphing and sentence structure; unclear language. |

| | | | | | |
|---|---|---|---|---|---|
| | | | the assignment. | | |
| **5. Organization is clear, logical and suitable for the assignment.** | Order, structure and presentation of information are clear and logical. | Organization structure is strong and reflects a sense of purpose. | Organization has been attempted but does not fully serve the topic and the reader is not always sure why some material is included. | A clear sense of direction is absent. Information is strung together in a loose or random fashion. | There is no organization of ideas. Ideas are unrelated, unclear, and do not flow. |
| **6. Standard grammar, spelling, agreement and punctuation are utilized.** | Free of errors in punctuation, spelling, mechanics, usage, and agreement. | Very few minor errors in punctuation, spelling, mechanics, usage, and agreement. | Some errors in punctuation, spelling, mechanics but not a hindrance to comprehension. | Many errors in punctuation, spelling, agreement, and mechanics interrupt the flow of text. | There are numerous grammar and mechanical errors which impede reading the text. |
| **7. Topic covers required length and is double spaced with 12 pt. font and proper format (name, date, course, and title).** | Topic covers required length and is double spaced with 12 pt. font and proper format. | One element is missing from the requirement. | Two elements are missing from the requirement. | Three elements are missing from the requirement. | All format elements are incorrect. |

**JOURNAL RUBRIC**

**Your journal will be graded using the following criteria:**

1. The journal entry answers prompt accurately.

**1 2 3 4 5**

2. Sentence structure, spelling, grammar and punctuation are accurate.

**1 2 3 4 5**

3. The organization of the journal entry is clear and easy to follow.

**1 2 3 4 5**

4. The journal is neatly handwritten.

**1 2 3 4 5**

**Scores**

**1=20%**

**2=40%**

**3=60%**

**4=80%**

**5=100%**