Strategies for Success
COURSE GUIDE

Explorations in
Work, Wages & Identity (SOC 102)

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.
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Introduction

**SOC 102: Explorations in Work, Income, and Identity**
Resource Guide for Infusing College Student Success Skills

The Study of Work to Find Satisfying Work
Many of the students who come through our doors have a limited idea about what kinds of work exist beyond the scope of their families’ vocations. They do not always know what type of work may best suit them or what challenges they may face based on their gender, race, social class, and culture. By exploring the world of work, we help students understand themselves, their values and motivation, and the ever-changing professional world in which they will one day work.

Course Description
This interdisciplinary course focuses on how the study of work can help students navigate their academic, personal, and professional lives. Through the study of personal narrative and psychological and cultural influences, students will critically examines topics such as types of work, inequality in work and wages, work and the family and the changing workplace. This course is hands-on and stresses learning by doing, self-reflection, integrating study skills, and learning strategies, and utilizes college resources as a way to enhance student success.

Prerequisites: Placement above or successful completion of ENG 055 and ENG 065. Concurrent enrollment in ENG 071 and/or ENG 060, if reading score is between 55-67, is encouraged placement test.

Explorations Courses and Core Student Success Skills
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. As a result of a Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention, and Engagement*, this course has been designed to incorporate the following Core Student Success Skills (CSSS): Critical Thinking, Organization, Collaboration, Self-Assessment, and Communication. The concept is to lead students to apply these skills as a method for learning course content. By practicing these skills in the course, they will develop into more successful college students overall.

Critical Thinking
Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.
**Organization**
Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

**Collaboration**
Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

**Self-Assessment**
Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns plans, makes decisions, and studies.

**Communication**
Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

**How to Use This Guide**
The twenty lesson plans included in the guide coincide with six primary course topics in mind:
- Motivation and Temperament Theory
- Types of Work
- Gender, Race, and Social Class Inequalities in Work and Wages
- Professionalism
- Educational Planning and Goal Setting
- Work-life Balance

Each lesson integrates the core student success skills and allows students to make connections between the topics and build on their knowledge from previous lessons. We have placed the lessons chronologically, as they relate to various stages in the semester including orientation to college, community engagement, the advising period, and the Thanksgiving holiday break, in which students will begin informational interviews. That being said, we encourage you to adapt these lessons to suit your own teaching style and preferences. At the end, we’ve provided two
sample syllabi. We strongly recommend using the MCC Oral Communication rubric to assess the final project.

We hope that you find this course guide useful as you develop your own version of *Work, Income, and Identity*. Please feel free to contact any member of the team to inquire about the lessons, texts consulted, and additional resources. We welcome feedback about your adaptations of the lesson plans and hope you will share approaches that have been effective in your classroom.

**Team Members:**
Shelli DeMarkles, Team Co-Leader  
Cynthia Lynch, Team Co-Leader  
Rae Perry  
Paula Dias

sdemarkles@middlesex.mass.edu  
lynchc@middlesex.mass.edu  
perryr@middlesex.mass.edu  
diasp@middlesex.mass.edu
LESSON PLAN: Investigating Course Policies

DESCRIPTION:
In this lesson, students will use the syllabus as a text to investigate solutions to potential issues that may arise during the semester that will affect their performance and success in the course. Students will find a corresponding policy in the syllabus to address the issue raised in the scenario and make a recommendation for how to handle it based on the course policy.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
• Articulate the instructor’s policies on attendance, late work, plagiarism, etc.
• Use their syllabus as a guide to follow and understand the course’s policies and procedures

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Critical Thinking</td>
<td>knowledge, integration, reasoning, problem solving</td>
</tr>
<tr>
<td>X Organization</td>
<td>time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>X Collaboration</td>
<td>community activities, service, group exploration</td>
</tr>
<tr>
<td></td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td></td>
<td>Communication: oral, written, technological, and information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial</td>
</tr>
<tr>
<td>Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work</td>
</tr>
<tr>
<td>Analyze how social and demographic changes influence family life and work decisions</td>
</tr>
<tr>
<td>Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals</td>
</tr>
<tr>
<td>Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking</td>
</tr>
<tr>
<td>Evaluate the role of motivation, temperament, and life span development theories in the workplace</td>
</tr>
</tbody>
</table>

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES: Students should have thoroughly read their syllabus prior to this lesson

TIME ALLOCATED: 30 minutes
MATERIALS/EQUIPMENT/HANDOUTS: slips of paper with the scenarios written on them

PROCEDURES:
1. Students get a partner and select a slip of paper with a scenario.
2. Students will read the scenario, identify the issue or issues it addresses, and use the course syllabus to find out what policies/procedures apply.
3. Students will report their findings to the larger group.

CLOSURE:
Students will end the exercise by writing a note card with three policies they learned from the lesson, two challenges they may face during the semester, and one question they still have about the course.

ASSESSMENT:
Instructor will review note cards and provide clarity for any misconceptions/questions.
Handout: Potential Course Scenarios

- My printer won’t work, and my paper is due. What should I do? What course policies affect my plan of action?

- My family is going on vacation for a week during the semester, and I plan to miss two classes, one of which is a paper due date. What should I do? What course policies affect my plan of action?

- I got a C on my first paper. I have never been good at writing. Thankfully, I have chosen to be an engineer where I will NEVER have to write ANYTHING EVER. My parents will take away my car privileges if I don’t get a B or better in this class. What should I do? What course policies affect my plan of action?

- I love to debate people. I always win (and usually make my opponents cry in the process). I notice we’re going to be talking about the issue of gays in the military later on in the semester. I have a VERY strong opinion on this subject. Woo hoo! What should I do? What course policies affect my plan of action?

- I don’t know where to begin on my first essay. I can go out with my friends tonight or stay home and write it. My cousin told me about a website where I can buy essays. What should I do? What course policies affect my plan of action?

- I work at a retirement home, and my favorite patient’s son is coming to visit her for the first time during this class period. It’s very important to her that I meet him. What should I do? What course policies affect my plan of action?

- I have 105 degree fever and am throwing up blood. Class starts in an hour. What should I do? What course policies affect my plan of action?

- I have dyslexia. In high school I was on an IEP. I’d really like to go through college without everyone knowing about it, but I will need help on writing assignments. What should I do? What course policies affect my plan of action?

- I was in Newport all weekend and forgot about the first draft for peer edit Monday. What should I do? What course policies affect my plan of action?

- My essay is due in one hour, and I haven’t finished it. What should I do? What course policies affect my plan of action?

- I was up till midnight watching the Bruins game and completely forgot to do my homework. What should I do? What course policies affect my plan of action?
LESSON PLAN: Identifying Values

DESCRIPTION:
This lesson will focus on the importance of identifying values as a way to understand factors that are important when choosing a career. Students will fill out a values inventory worksheet and rank their top five values. Students will participate in a values auction and compare/contrast the results between their inventory selection and bidding action.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:

- Define a value both written and verbally
- List and describe their top five values
- Discuss factors that influence values
- Compare/contrast how their behavior toward values coincides with their ideas about values

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
|   | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
| X | Self-assessment: academic and career goal setting, self advocacy |
| X | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| X | Analyze how social and demographic changes influence family life and work decisions |
| X | Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| X | Evaluate the role of motivation, temperament, and life span development theories in the workplace |

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
Students will have engaged in several ice breakers and team-building exercises prior to this lesson so that they may feel comfortable speaking out in class during the values auction. Play money bills in the amount of 500—enough for each student to have $10,000 in money.

**TIME ALLOTED:** Two class periods

**MATERIALS/EQUIPMENT/HANDOUTS:**
- Values Inventory Handout
- Cut-out pictures representing different values
- Play money from a board game
- Values Auction Handout
- Values Item Card Cutouts

**PROCEDURES:**

Day One:
1. Begin a discussion about what values are and what factors influence a person’s values.
2. Fill out values inventory handout.
3. Instructor will ask each student to share with the class one of their top values, explain where it comes from, and why it’s important to them.

Day Two:
1. Explain that one way to find out what anyone values the most is to ask him/her to assign a monetary value to the things that seem important.
2. Have someone in the group describe an auction or explain that it is where people bid money for items. The person who bids the most gets the item in return for paying the bid.
3. Explain that you are going to auction off values that are important to some people and that participants can use the play money to buy the value/item.
4. Distribute the handout of the Values list and ask students to check the items that they are interested in purchasing through bidding.
5. Explain how you will conduct the auction:
   - a. Each of you has $10,000 to spend. You can bid any amount up to $10,000 for an item/value.
   - b. You must bid in quantities of 500 or more (500, 1000, 1500, etc).
   - c. If you make the highest bid for an item, you pay for it. Once your money is gone, you cannot bid on additional items.
   - d. When an item is sold, write the amount of the winning bid for the item in the second column.
6. Conduct the auction like a real auctioneer! Keep participants attention, have fun with it and keep the bidding moving. When someone buys an item, you can give them the item card. If things move too slowly, increase the minimum bid amount to 1,000. Continue until each item has been sold.
7. Lead a discussion when the Values Auction is completed.
   - a. Which items were the most valuable? Which were the least?
   - b. Do you think an item was most valuable if lots of people bid on it or if it went for the most money or both? Why?
c. Was there an item you really wanted but couldn’t get? What can you do to make that item part of your life?

d. Winning or losing the item in the auction isn’t important. What matters is noticing what you bid on because that shows what you value now. Do you think this will change at different points in your life?

e. Are you satisfied with what you bid on? Does it accurately reflect what you most value in life?

**Tips for Facilitating Values Exercises**

People can feel personal and family values strongly, and discussing these values may arouse strong feelings. Be sure you set ground rules for the discussion.

Emphasize that individual values differ and there are no “right” or “wrong” answers. Allow open discussions and allow participants to express, explain and defend their values, but don’t let it get out of hand. Participants should use “I” statements and don’t allow put downs of other opinions.

Remember that while you are monitoring your participants to ensure that they are nonjudgmental, you must be nonjudgmental yourself. Be aware of your own personal values especially around controversial topics. Monitor your verbal comments a body language.

Make it clear that it is alright to change one’s mind based on new information or a new way of looking at an issue.

Support the behavior of standing up for one’s values rather than the actual value itself.

**ASSESSMENT:**
Students will write a page in their journals reflecting on the experience and what, if any, changes in their values preferences occurred.
Handout-Values Inventory

What is a value? Simply put, a value is a principle, standard, or quality considered worthwhile or desirable. If something is a value to you, it’s important in your life, influences the choices you make, and gives your life meaning. Understanding your values will help you focus on career objectives that will validate what’s important to you.

Please take a moment to rate the following values listed below on a scale from 1 to 5.

1. Not at all important
2. Not very important
3. Moderately important
4. Very important
5. Essential

Remember a rating of 1 means that something isn’t important to you, and a rating of 5 means that is of most importance to you. There are no right or wrong values. Lastly, make sure that the values by which you choose to define yourself are truly your own values and not someone else’s.

<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>feeling a sense of belonging for who you are</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>accomplishing many goals</td>
<td></td>
</tr>
<tr>
<td>Adventure</td>
<td>exciting and unusual experiences</td>
<td></td>
</tr>
<tr>
<td>Altruism</td>
<td>contribute to the betterment of the world</td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>the ability to do things on one’s own</td>
<td></td>
</tr>
<tr>
<td>Balance</td>
<td>the feeling of having balance between family, home, and leisure activities</td>
<td></td>
</tr>
<tr>
<td>Beauty</td>
<td>appreciating or contributing to the beauty of the world</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>a sense of belonging and connection with those around you</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>striving and competing to outdo another</td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td>the ability to face problems in the face of fear</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>originality of thought and expression</td>
<td></td>
</tr>
<tr>
<td>Curiosity</td>
<td>the desire to learn or know about something</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td>Description</td>
<td>Rating</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Efficiency</td>
<td>performing a task with the least amount of effort</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>relating to the feelings and experiences of others; compassion</td>
<td></td>
</tr>
<tr>
<td>Fame</td>
<td>a widespread and popular reputation</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>a social unit or group that may or may not be blood-related</td>
<td></td>
</tr>
<tr>
<td>Financial Security</td>
<td>freedom from money concerns</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>being open to change</td>
<td></td>
</tr>
<tr>
<td>Freedom</td>
<td>acting without external control or interference</td>
<td></td>
</tr>
<tr>
<td>Friendship</td>
<td>the state of closeness and association with others</td>
<td></td>
</tr>
<tr>
<td>Fun/Joy</td>
<td>enjoyment and playfulness</td>
<td></td>
</tr>
<tr>
<td>Harmony</td>
<td>feeling peaceful and free from conflict</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>the condition of the body and mind</td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td>truthful and sincere</td>
<td></td>
</tr>
<tr>
<td>Humor</td>
<td>amusement</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>freedom from control</td>
<td></td>
</tr>
<tr>
<td>Influence</td>
<td>the power of affecting others</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>the study of information, facts, and principles</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>the ability to lead others</td>
<td></td>
</tr>
<tr>
<td>Loyalty</td>
<td>faithful to commitments, obligations, or people</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>the process of looking on the favorable side of events</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>a structured, orderly environment</td>
<td></td>
</tr>
<tr>
<td>Value</td>
<td>Description</td>
<td>Rating</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Passion</td>
<td>strong desire and enthusiasm for something</td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td>controlling the activities of others</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td>receiving frequent, positive feedback</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>feeling esteemed and honored</td>
<td></td>
</tr>
<tr>
<td>Romance</td>
<td>idealizing love and affection</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>freedom from risk and concern</td>
<td></td>
</tr>
<tr>
<td>Self-care</td>
<td>the ability to care for one’s self physically and emotionally</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>performing acts that directly help others individually or in groups</td>
<td></td>
</tr>
<tr>
<td>Solitude</td>
<td>being alone; quietness</td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td>exploration of the soul</td>
<td></td>
</tr>
<tr>
<td>Team Work</td>
<td>working closely with others to achieve common goals</td>
<td></td>
</tr>
<tr>
<td>Traditionalism</td>
<td>honoring a continued pattern of beliefs and practices</td>
<td></td>
</tr>
<tr>
<td>Trust</td>
<td>a confident expectation of something</td>
<td></td>
</tr>
<tr>
<td>Variety</td>
<td>frequent changes in content or setting</td>
<td></td>
</tr>
</tbody>
</table>

Go back through the list and circle your top-rated values (values that scored a 4 or 5). Which values would you consider are your top five?

1.
2.
3.
4.
5.
**LESSON PLAN: Reading Strategies for College Texts**

**DESCRIPTION:** In this lesson, students will learn eight key points to reading effectively in college. First, they will discover and discuss the points and then practice them on a one-page newspaper article or current event.

**LESSON OBJECTIVES:**
After successfully completing this activity, students will be able to:
- Use the information about an author and the time, place, and audience of a publication to make predictions about its contents and recognize possible bias
- Distinguish and write about main idea and supporting details
- Annotate and relate personally to a text

**CORE STUDENT SUCCESS SKILLS:**

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
|   | Self-assessment: academic and career goal setting, self advocacy |
|   | Communication: oral, written, technological, and information literacy |

**COURSE OUTCOMES ADDRESSED:**

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| Analyze how social and demographic changes influence family life and work decisions |
| Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| Demonstrate student success strategies, which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| Evaluate the role of motivation, temperament, and life span development theories in the workplace |

**PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:**
Before this assignment, students will journal about their reading experiences, attitudes, and practices

**TIME ALLOTED:** 45 minutes
MATERIALS/EQUIPMENT/HANDOUTS:
- Reading Strategies Handout
- Newspaper or other interesting article

PROCEDURES:
1. Instructor will begin discussion by asking students about their best practices when it comes to reading something for school. Instructor will list students’ answers on the board. Answers will vary.
2. Instructor will distribute “Reading Strategies” handout and go over material with examples.
3. Instructor will distribute one-page news article and worksheet and ask students, in pairs, to preview it and write down their answers.
4. Class will read the article aloud and annotate as they follow along.
5. In pairs, students will practice the rest of the reading strategies and document their answers on the worksheet.
6. Instructor will review reading strategies for handout and ask students to share answers from their worksheet.
7. Instructor will collect pair worksheet and provide feedback for use of reading strategies.

CLOSURE:
Students will finish assignment by writing and reflecting in their journals on two or three of the reading strategies that they feel they most need to employ.

EXTENSION AND REMEDIATION:
Students will be reminded to practice strategies on homework reading assignment

ASSESSMENT:
Journals
Worksheet
1. Preview

2. Read about the author

3. Look at when, where, and for whom it was published

4. Examine the title

5. Be active...annotate

6. Write one sentence in your own words to express the main idea

7. Respond emotionally

8. Reread your notes
LESSON PLAN: The Cornell Note-taking Method

DESCRIPTION:
This lesson will allow students the opportunity to experiment with effective note-taking strategies and learn about their own learning-style preferences. Students will learn about the Cornell Note-taking method, apply these techniques to a short lecture on learning styles, and then complete a learning-styles inventory.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Produce lecture notes in a more organized and effective format
- Identify and explain various learning styles
- Apply discovery of their own learning style to their study habits

CORE STUDENT SUCCESS SKILLS:

| Critical Thinking: knowledge, integration, reasoning, problem solving |
| X Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| X Self-assessment: academic and career goal setting, self advocacy |
| Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| Analyze how social and demographic changes influence family life and work decisions |
| X Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| X Demonstrate student success strategies, which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| Evaluate the role of motivation, temperament, and life span development theories in the workplace |

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Results from Learning Styles Inventory

TIME ALLOCATED:
One class period
MATERIALS/EQUIPMENT/HANDOUTS:
- PowerPoint presentation of Cornell Note-taking Method
- Learning Styles Inventory Assessment
- White paper and markers

PROCEDURES:
1. Instructor will demonstrate Cornell Note-taking method using PowerPoint slides, handouts, or overhead projector.
2. Instructor will begin discussion about learning styles and ask students to share their strengths and weaknesses when learning something new.
3. Instructor will give students a short lecture on learning styles and ask students to practice the Cornell Note-taking method on a separate piece of paper.
4. Class will share experiences on using the note-taking format, as well as the information about learning styles.
5. Students will form groups according to their primary learning styles and record ten strategies they can employ in their study habits to be a more effective student.
6. Groups will present their lists to each other.

CLOSURE:
Students will close this lesson by writing in their journals and reflecting on how their learning style has influenced their academic performance and discuss ways, given what they know now, they can improve.

EXTENSION AND REMEDIATION:
Students will be asked to submit an example of their note-taking in another class using the tools they learned today for instructor feedback.

ASSESSMENT:
- Learning style inventory
- Group lists
- Journal entry
- Notes from another class
LESSON PLAN: True Colors Workshop

DESCRIPTION:
This lesson will introduce the True Colors program to the students using a licensed facilitator from the college. True Colors is a model for understanding oneself and others based on personality temperament theory. Students will learn about the colors that make up the personality spectrum, usually with one of the styles being the most dominant. By identifying personality and the personalities of others, students will gain insights into different motivations, actions, and careers, and communication approaches.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
• Identify four colors that represent different qualities of temperament
• Discuss and present the values, strengths, joys, and needs of their most dominant color
• Apply knowledge of other colors to different skills and careers
• Investigate vocations that best utilize each color

CORE STUDENT SUCCESS SKILLS:

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<tr>
<td>X</td>
<td>Critical Thinking: knowledge, integration, reasoning, problem solving</td>
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<td></td>
<td>Organization: time management, note taking, test taking, study skills</td>
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<td>X</td>
<td>Collaboration: community activities, service, group exploration</td>
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<td>X</td>
<td>Self-assessment: academic and career goal setting, self advocacy</td>
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<td>X</td>
<td>Communication: oral, written, technological, and information literacy</td>
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COURSE OUTCOMES ADDRESSED:

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<tr>
<td>Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial</td>
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<tr>
<td>Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work</td>
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<td>Analyze how social and demographic changes influence family life and work decisions</td>
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PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
N/A
TIME ALLOTED: one or two class periods

MATERIALS/EQUIPMENT/HANDOUTS:
- Students will use the purchased True Colors materials to assess and understand their primary color
- Chart paper
- Markers
- Slips of paper with career cluster options

PROCEDURES: (number steps)
1. Fill out assessment to identify their true color.
2. Students will learn about history of temperament theory and Jungian psychology.
3. Facilitator will group students according to dominant color and instruct them to list their strengths, joys, values, and needs on chart paper.
4. Students will present their lists to the group.
5. Facilitator will debrief the groups’ lists and add insight into each one.
6. Students will be grouped according to their palest color and complete an exercise highlighting its strengths, joys, values, and needs.
7. Facilitator will read “Different Drummers” poem.
8. Students will return to their dominant color and receive instructions for group investigation exercise regarding types of work.

CLOSURE:
Students will spend a few minutes strategizing for their group investigation process for defining types of work and investigating vocations for their true color.

ASSESSMENT:
Lists on chart paper
Reflection journal
LESSON PLAN: Motivation in the Workplace

DESCRIPTION:
As students continue to explore the factors that influence vocational choice and satisfaction, they will begin to look at the role of motivation. In this unit, students will learn the four basic drives that underlie motivation in the workplace. They will apply this understanding to case studies in the form of narrative essays, and finally, write a journal reflecting on how these drives have influenced/will influence their work lives.

LESSON OBJECTIVES:
After successfully completing these activities, students will be able to:
- Define the four drives both written and verbally
- Identify the drives in narrative essays
- Relate each of the drives to a concrete experience or desire in their lives

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
|   | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
| X | Self-assessment: academic and career goal setting, self advocacy |
| X | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:
- Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial
- Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work
- Analyze how social and demographic changes influence family life and work decisions
- Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals
- Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking
- Evaluate the role of motivation, temperament, and life span development theories in the workplace

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
Students will have completed a lesson on reading strategies and note-taking to enhance their understanding of the course reading and lecture for this portion of the curriculum. Students will have participated in a values auction and identified their top five values, which will be useful in the reflection journal.

**TIME ALLOCATED:** Two 75-minute class periods or four 50-minute class periods

**MATERIALS/EQUIPMENT/HANDOUTS:**
- Handout: “Employee Motivation: A Powerful New Model” Nohria, Groysber, and Lee
- Chart Paper, Markers, and Tape available on Library Database Ebsco
- Excerpts from *This I Believe*
- In-class worksheet
- Student Journal

**PROCEDURES:**

**Class One (or one and two)**

1. Students will come to class having read and annotated the handout, “Employee Motivation.” The instructor will spend a few minutes introducing the topic of motivation and its importance in the role of work.
2. The instructor will divide the class in four groups and assign each group one of the four drives.
3. The smaller groups will then discuss their particular drive and create, in their own words, a definition for it and put it on chart paper.
4. The instructor will circulate among the groups, answering questions as necessary and helping the groups compose their definitions.
5. Each group will then hang their sheet of paper in the front of the room and present the definition of their drive to the rest of the class.
6. After each group has presented, the instructor will fill in any gaps the students have left and give concrete examples of each drive as the students take notes on the lecture.
7. The instructor will close the lesson by giving students scenarios of workplace behavior and having them identify which of the four drives they exhibit. Homework will be to read the two narrative essays from *This I Believe* and take notes on areas where they see the four drives.

**Class Two (or three and four)**

1. Students will resume their small groups from the previous class and complete a worksheet with discussion questions on the two narrative essays that they read. The worksheet questions will encompass facts from the narratives, vocabulary, and application of values and motivation.
2. When all groups have finished, the instructor will go over the worksheet, calling on groups to answer specific questions.
3. Students will pass in worksheet as a homework grade.
4. Instructor will engage students in a discussion relating the concepts of motivation and values that they’ve learned in class to their own work life.
5. Students will have an opportunity to share personal experiences.
6. Instructor will write the journal prompt on the board: How have your values and motivation affected the choices you’ve made or will make about your work life?
7. Students will write a journal entry based on their own experiences as homework.
CLOSURE:
To end this unit and bridge over to the next topic, “types of work,” the instructor will ask students to take their reflection journal, turn it over, and write down three possible careers that they are interested in exploring based on their knowledge of values and motivation.

ASSESSMENT:
Student-written and presented definitions on chart paper
In-class worksheet on narrative essays
Reflection journal
LESSON PLAN TITLE: Types of Work

DESCRIPTION:
In this lesson, students will explore career clusters and occupational families in groups to learn about different types of work and specific jobs within those industries. They will explore three different clusters to investigate three possible jobs that they’ve never before considered.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Define and present information about career clusters to class
- Identify and explain criteria for three specific jobs within career clusters
- Write about their interest in two or three jobs

CORE STUDENT SUCCESS SKILLS:

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<th>Skill</th>
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<td>Critical Thinking: knowledge, integration, reasoning, problem solving</td>
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COURSE OUTCOMES ADDRESSED:

<table>
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<th>Outcome</th>
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<tr>
<td>X Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial</td>
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<td>X Evaluate the role of motivation, temperament, and life span development theories in the workplace</td>
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PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
Slips of paper with career clusters written on them

TIME ALLOATED: One class period
MATERIALS/EQUIPMENT/HANDOUTS:
- Reserve computer room in library
- Chart paper
- Markers

PROCEDURES:
1. Instructor will write categories of the 14 vocational biographies on slips of paper for students to draw.
2. Instructor will place students in groups of three and have each group randomly draw three vocational biographies that they will investigate on the MCC Career Services website.
3. Students will open to the Middlesex homepage and select Career Services from the drop down menu.
4. Next, students will select “career exploration” from the menu on the left and scroll to the “vocational biographies” section.
5. They will log into vocational biographies, if necessary, using the username and password provided and select “career clusters” from the top bar that runs across the page.
6. Students will begin to investigate their career clusters by writing down an overview of the type of work that exists within the cluster.
7. Students will browse through the list of jobs and select three to report on that might match their interests based on the previous course work in learning styles, temperament theory, etc.
8. Students will provide overview of career cluster.
9. Students will record findings/overview on chart paper and present to the class
10. Post-test will be administered.

ASSESSMENT:
Pre/Post Test
Results of chart paper
Journals

CLOSURE:
Students will write reflection journal on two or three jobs/careers they are interested in based on their post test answers
Handout: Career Clusters

Agribusiness

Construction

Fine Arts and Humanities

Manufacturing

Public Service

Business and Office

Consumer and Home Economics

Health

Marketing and Distribution

Transportation

Communications and Media

Environmental and Natural Resources

Hospitality and Recreation

Personal Service
Handout: Pre Test

What are the major “types of work,” you see within your own family?

What are three industries you might be interested in learning more about? (example: sustainable fishing or hospitality management)

What are three specific jobs you might be interested in learning more about? (example: elementary education teacher or accountant)

Based on what you’ve learned about your learning style and temperament, what are three jobs that might be best suited for you? Why?

What’s an industry and specific job that you KNOW isn’t for you? Why?
Handout: Post Test

Based on the groups’ presentations of clusters and jobs, what new industries and jobs would you now consider exploring for future employment? How, if at all, have your interests changed since you began the lesson? Why?
LESSON PLAN: Middle Class and the Living Wage

DESCRIPTION: This lesson will introduce students to the concepts of a living wage, minimum wage, family wage and the creation of the middle class. Students will integrate knowledge on the history of wage rates and policy, information from the film, *Waging a Living*, and their personal workforce experiences to learn what is needed for a living wage in their community.

LESSON OBJECTIVES:
After successfully completing this lesson, students will be able to:
- Understand the history of wage rates and policy
- Distinguish between “minimum wage” and “living wage”
- List the daily expenses for an adult member of a community
- Calculate the amount needed for a living wage for their community

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
| x | Self-assessment: academic and career goal setting, self advocacy |
| x | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| x | Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| x | Analyze how social and demographic changes influence family life and work decisions |
| x | Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
|   | Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
|   | Evaluate the role of motivation, temperament, and life span development theories in the workplace |

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
Students should understand what is meant by the term wage and hopefully will have at least one part/full time job.
TIME ALLOCATED: 2-3 class periods

MATERIALS/EQUIPMENT/HANDOUTS:
- Clips of the film Waging a Living –AV equipment to play film
- Handout on Henry ford
- Handout on living wage calculations
- Handout on Fair Labor Standards Act
- Chart Paper

PROCEDURES:
Opening:
On chart paper have students list their first or current jobs and how much they were/are paid. List job and hourly wage and indicate if they liked the job a lot, average, a little or not at all.

Lesson: Day One

1. Lead a discussion as to what students think middle class means.
2. Hand out a brief history of Henry Ford and his $5/day innovation, and have students read it independently.
3. In pairs have students discuss and write out the answer to the question, “why Henry Ford is often referred to as the creator of the middle class?”
4. Share answers
5. Discuss with students if they think the “family wage” is still the norm in working class families.
6. Have students estimate how much they think they would need to earn hourly to live comfortably in their city or town? Share as a class and record on chart paper.
7. Introduce students to the film Waging a Living and explain that they are going to view two excerpts. This step will probably begin during one class period and end in the second. There are four people featured in this documentary, and any could be shown. In viewing it, Barbara Brooks and Jerry Longoria’s stories offering interesting and diverse perspectives.

***With 10 minutes left on Day One stop the class to go over Homework***

Homework Day One
Introduce Nickel and Dimed by giving a very short overview of the book, its organization and a timetable for completion. Have student read the introduction for the next class and hand in a written response to the following question:
Near the end of the introduction to *Nickel and Dimed*, the author discusses how her experience is different than “real” low wage workers. How do you think her experience will be different and why is this important enough to mention in the introduction of the book?

**Lesson Day 2 and 3:**

1. Finish the film *Waging a Living* and have students offer their thoughts and reactions.
2. Have a short discussion based on guided questions.
3. Have students compare Longoria’s hourly wage ($12/hr down to $10/hr) with the wage estimates they made during the last class, #6 from above.
4. Discuss if the class thinks they need to be revised and why.
5. Have students compare their wage estimates (#6 from above and the revisions) with Massachusetts’ $8 hour minimum wage.
6. Review with students a brief history of FDR’s New Deal which guaranteed minimum wage and discuss the Fair Labor Relations Act.
7. Lead a brief discussion, based on the film, as to whether the current minimum wage meets its intended goal of helping workers avoid poverty. Also discuss who benefits by keeping the minimum wage low.
8. Introduce the concept “living wage” and have them brainstorm the differences from minimum wage.
9. Brainstorm a list of items that would need to be factored into determining a “living wage.”
10. Work in groups and fill out the “Calculating a living wage sheet.” This section could also be done as an individual homework assignment depending on time issues.
11. After students calculate their living wage, go on line to the Poverty in America, Living wage calculator and do several examples.
12. Ask for students’ reactions, comments, and any surprises.

**ASSESSMENT:**

Homework Day 2/3

Have students fill in a Venn Diagram comparing Living Wage and Minimum Wage. Read the “Serving in Florida” section of *Nickel and Dimed*.

**CLOSURE:**

End this lesson with a lead into the next lesson on jobs, value of a degree, qualifications for jobs etc. Hand out Venn diagram homework assignment.
LESSON PLAN: Value of a Degree

DESCRIPTION: Through practicing the skill of skimming a document for specific information, students will learn why education is important in getting a job. They will also analyze charts and want ads to learn what the value of different education degrees are and what credentials possible jobs they are interested in require.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
• Discuss the challenges faced in the “Serving in Florida” section of Nickel and Dimed.
• Skim reading material for specific information.
• Read charts for information on the value of a degree, and use that information to figure out weekly, monthly, and annual salaries.
• Read want ads and figure out the salaries and educational degrees associated with the job.

CORE STUDENT SUCCESS SKILLS:

| x  | Critical Thinking: knowledge, integration, reasoning, problem solving |
| x  | Organization: time management, note taking, test taking, study skills |
| x  | Collaboration: community activities, service, group exploration |
| x  | Self-assessment: academic and career goal setting, self advocacy |
| x  | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| x  | Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| x  | Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| x  | Analyze how social and demographic changes influence family life and work decisions |
| x  | Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| x  | Demonstrate student success strategies, which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| x  | Evaluate the role of motivation, temperament, and life span development theories in the workplace |
PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
Students should have read the “Serving in Florida” section of Nickel and Dimed.

TIME ALLOTTED: 2-3 Class periods

MATERIALS/EQUIPMENT/HANDOUTS:
- Serving in Florida questions
- Copies of pages 124-130 in Sociology of Work and Occupations
- Highlighters and Calculators (Students should bring in their own but have a few extra of each.)
- Copies of What is a Degree Worth Chart and Percent Change in median hourly wage by education level charts
- Sample want ad templates
- Want ad homework

PROCEDURES:
Opening:
1. In pairs discuss the following questions from Nickel and Dimed. Are the want ads helpful in the search?
2. List 3 challenges the author faces when trying to find a job in Florida? Why does Ehrenreich’s life start to deteriorate after a decent beginning?
3. Who are the people the author is working with? How do they live? Why does Ehrenreich’s life start to deteriorate after a decent beginning?
4. Bring the class together and briefly discuss the questions leading to the idea that all the workers had the common thread of lack of higher education.

Lesson: Days 1-3.
1. Handout copies of pages 124-130 in Sociology of Work and Occupations and introduce the importance of skimming reading material for specific information and why it is an important study skill.
2. Model how to skim with paragraph 1 from handout. Make sure everyone has a highlighter.
3. Students should skim the rest of the document highlighting information that addresses why education is important in getting a job.
4. Generate a class list based on the information generated from the students, and make sure they stick to the topic of why education is important to getting a job.
5. Discuss the concepts of human capital and schooling as an investment.
6. Discuss the perception that having an education demonstrates the ability to stick things out, follow orders, and persevere.
7. Discuss the idea that college degrees are used as a filtering device, and the more students attain college degrees the more employers will seek out higher levels of education.
9. Discuss how to read the two different charts, ask examples based on the charts, and ask for their initial thoughts.
10. Using calculators, have students use the 4.2-multiplier factor to figure out monthly and yearly salaries.
11. Relate these figures to the living wage concepts from the earlier lesson.
12. Hand out four or five sample want ads with salary ranges included. With that information, cross-reference for what levels of education are required for the particular job. For example – Third grade teacher wanted in Billerica, starting salary $30,000-$37,000, bachelors degree required, master’s degree preferred.
13. Explain how to read the sample want ads and the process used for generating that information.

Homework:
Throughout the entire week, students should be reading “Scrubbing in Maine” from Nickel and Dimed. After the lesson is complete, students should do the following:

Find three jobs that sound interesting on Craigslist or another job search engine. Print them and answer the following questions:
• What is the weekly, monthly, and annual salary of the job?
• What is the education level needed to get the job?
• Based on the lesson on living wages, would you be able to make a living wage on this salary?

ASSESSMENT:
Review responses to the “Serving in Florida” questions. Review job search sheet for understanding on how to figure out salary levels and the relation to living wages.

CLOSURE:
End the lesson by bringing up the topic of service – what is it? Why do people do community service? Why is it necessary for society? Brainstorm what community services students have given and received.
LESSON PLAN: Brainstorming a Class Service Project

DESCRIPTION: After reviewing what community and government services are available to citizens who don’t make a living wage, students will work in groups and brainstorm service projects that the class could do to make a difference in the local community.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
• Recognize the different community and government services available to help citizens who are in need
• Generate a list of possible local community sites or agencies that could need assistance
• Generate a list of possible projects that could be done locally to assist those in need

CORE STUDENT SUCCESS SKILLS:

| Critical Thinking: knowledge, integration, reasoning, problem solving |
| Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| Self-assessment: academic and career goal setting, self advocacy |
| Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| Analyze how social and demographic changes influence family life and work decisions |
| Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| Demonstrate student success strategies, which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| Evaluate the role of motivation, temperament, and life span development theories in the workplace |

TIME ALLOTTED: 1 Class Period

MATERIALS/EQUIPMENT/HANDOUTS:
• Easel Paper
PROCEDURES:

Opening:
1. Have each student share one or two jobs they researched for homework. On easel paper, list the job, salary, and education level.
2. When the list is complete, as a class put checks or x’s next to each depending on if you can or cannot make a living wage off the listed salary.

Lesson:
1. Discuss the obstacles and roadblocks the students think they will encounter trying to apply for one of the jobs they found for homework.
2. Discuss what happens to citizens when they can’t survive on what they make for a salary. What services are available to help people who are having trouble making ends meet? Discuss community and government services such as food banks, goods banks, shelters, places of worship, job agencies, work force development programs, WIC, unemployment etc.
3. Discuss who does the services and share volunteer stories. These could be independent or High School volunteer opportunities students participated in.
4. Explain that we are going to do a class project that will ultimately benefit a needy population. Tell them that it will be the class that decides on the project and organizes the project, and the professor is an assistant and resource.
5. Break the class into groups and have them brainstorm at least five possible service sites and projects that can be done. Give some examples such as organizing a clothes drive for a shelter or going to a food bank and sorting food. Try to break the groups up making sure those who have had prior volunteer experience are scattered throughout.
6. After the groups have brainstormed sites/projects have them choose their favorite three and think of five things the class would need to do to organize the project.
7. Bring the class back together and share all ideas. Keep a list on Easel Paper. As a class, cross out duplicates and eliminate impossible projects.
8. Discuss what goes into setting up a project.
9. Have students copy the list from the easel paper to use for homework.

Homework:
Have students rank their top 3 choices for a class service project and explain their reasoning? Also, have students list five things they would need to do to make the class service project a success.

Students should also finish “Scrubbing in Maine” from Nickel and Dimed for the next class.

ASSESSMENT:
Review students top three choices and their reasoning. This will be a subjective assessment.
LESSON PLAN: Gender Segregation and Pay Inequality in the Workplace

DESCRIPTION:
This lesson will increase students’ awareness regarding issues of gender segregation and pay inequality in the workplace. Through readings and current statistics, students will analyze, organize, and visually depict information that shows the current condition of the workplace for women.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
• Identify key details about gender segregation in the workplace and the wage gap
• Analyze and organize data about women in the workplace
• Make text to text/lesson connections (students will make connections between information in Nickel and Dimed and today’s lesson)

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
| x | Organization: time management, note taking, test taking, study skills |
| x | Collaboration: community activities, service, group exploration |
|   | Self-assessment: academic and career goal setting, self advocacy |
| x | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| X | Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| | Analyze how social and demographic changes influence family life and work decisions |
| | Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| X | Demonstrate student success strategies, which include a variety of reading, study and test-taking strategies, collaboration, organization, time management, and note-taking |
| | Evaluate the role of motivation, temperament, and life span development theories in the workplace |

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
• Students will have read “Scrubbing in Maine” from Nickel and Dimed.
• Students will know how to skim for important details.
• Students will know how to visually depict information.
TIME ALLOTED: 1-2 class periods.

MATERIALS/EQUIPMENT/HANDOUTS:
- Copies of Cartoons
- Copies of five student handouts of women in work
- Pages 141-145 in Sociology of Work and Occupations
- Handout with Quick Write topics
- Materials for creating graphs

PROCEDURES:
Opening:
1. Handout copies of both cartoons and have them read them and then have a discussion regarding some of the following ideas:
2. Why the cartoons are considered humorous?
3. How have women’s roles in the workplace and men’s roles at home changed over time?
4. What are the cartoonists saying about women’s opportunities in the workplace?
5. What is the purpose or function of a ladder and what is meant by the term, “corporate ladder?”
6. How is the message or viewpoint different between both cartoons? Which better reflects reality today?

Lesson:
1. Instructor will provide mini lecture on the important details about women in the workplace.
2. Handout the Gender differences: Education, Jobs, and Wages sheet and ask students to summarize the findings.
3. Handout packets of the four chart handouts to the class, and very briefly go over them to make sure the class understands the concepts of median, percents and wage gap.
4. Split the class into small groups and have each group visually represent one of the charts. The students should make sure their graph or visual representation conveys all key information. It isn’t necessary to include all information just key information. Make sure all charts are being represented. Hand out poster board, rulers, markers, etc to assist with the project.
5. When finished and this will probably go into the next class period, have the groups present their poster boards to the class.
6. After the group presentations, reintroduce the oral communications rubric. Have students self-evaluate and also have the teacher evaluate and comment on discrepancies. Inform students that for their next presentation that will be part of their final project, they will be evaluated on their oral presentation skills.
7. After the presentations have students do a ten minute quick write on one of the following topics:
8. Did the data back up what you already thought about women’s roles in the workplace or were you surprised by what you learned? What surprised you?
9. What value do you think society places on “women’s work” compared to “men’s work?”
   What do you think about this?
10. What do you think can be done to create more equality in the workplace for women?

CLOSURE: End the lesson by brainstorming what can be done to achieve better equality in the workplace.

Homework: Have students write three connections between today’s lesson on women in the workplace and the chapter, “Scrubbing in Maine” in Nickel and Dimed. Begin reading “Selling in Minnesota” in Nickel and Dimed.

ASSESSMENT: Students’ quick writes and connections will be used to assess understanding of women’s inequality in the workplace.
LESSON PLAN: Race and Workplace Inequality

DESCRIPTION:
This lesson will expose students to the racial inequalities that occur in the workplace. Through readings on employers’ perceptions of race in the workplace and the analysis of a workplace surveys, students will discuss and draw conclusions as to the current racial climate in the workplace.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Recognize the different perceptions employers have regarding race and the workplace
- Connect information from the text, Nickel and Dimed, to the chapter in Working in America on Employer Perceptions of Race and Skill
- Generate class discussion questions
- Analyze the success of the Civil Rights Act of 1964

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
|   | Organization: time management, note taking, test taking, study skills |
| x | Collaboration: community activities, service, group exploration |
|   | Self-assessment: academic and career goal setting, self advocacy |
| x | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| X | Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| x | Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
|   | Analyze how social and demographic changes influence family life and work decisions |
|   | Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| x | Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
|   | Evaluate the role of motivation, temperament, and life span development theories in the workplace |
PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
• Students will have read “Selling in Minnesota” from Nickel and Dimed
• Students will know how to skim for important details
• Students will write questions for discussion

TIME ALLOCATED: 1 class period

MATERIALS/EQUIPMENT/HANDOUTS:
• Copies of pages 235-260 of Working in America by Amy Wharton
• Copy of Civil Rights Act of 1964 Handout

PROCEDURES:
Opening:
1. Handout a copy of Civil Rights Act of 1964 and have each student read it and create a two minute think-write on the following topic: Do you think in our current year that the Civil Rights Act of 1964 is being upheld? Why or why not?
2. Discuss thoughts and ideas on the Civil Rights Act of 1964.

Lesson:
1. Break the class into groups of three and give each group several pages from the Working in America chapter. Overall the whole chapter should be handed to the small groups.
2. Have the students individually read their section and list three perceptions employers have regarding race and skills in the workplace.
3. As a class, list all the different perceptions from the groups.
4. In the small groups, discuss the following questions: What factors might account for employers having different views of black employees, as compared with Latinos, Asians, or immigrants? Based on what we have learned in prior lessons, what are some reasons that might account for the different perceptions of black employees? What can be done to try to equalize the workplace? Based on this information, how well is the Civil Rights Act of 1964 working?
5. As a class discuss the previous questions.

CLOSURE:
Begin in class and finish for homework: Have each student write a reflection based on today’s lesson – What are their thoughts on the different perceptions employers have? How does Nickel and Dimed portray race in the workplace? Use examples from Nickel and Dimed to either agree or disagree with the different employer perceptions we discussed in class.

Homework: Finish reflection assignment. Read the “Evaluation” Section in Nickel and Dimed.

ASSESSMENT:
Students’ reflections and class discussion will be used to assess understanding of race in the workplace.
LESSON PLAN: Labor Unions Past and Present

DESCRIPTION:
This lesson will expose students to the history of labor unions through readings and song lyrics. It will focus on the pros and cons of labor unions, current issues around labor unions, and allow students to make connections between the text, *Nickel and Dimed* and the idea of unionizing.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Understand the importance of labor unions past and present
- Make connections between the content on labor unions and the information from *Nickel and Dimed*
- Analyze song lyrics as a way of understanding why workers organized unions and why they used songs as a communication tool

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
| x | Collaboration: community activities, service, group exploration |
| x | Self-assessment: academic and career goal setting, self advocacy |
| x | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| X | Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| | Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| | Analyze how social and demographic changes influence family life and work decisions |
| | Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| | Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| | Evaluate the role of motivation, temperament, and life span development theories in the workplace |
PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
- Students will have finished *Nickel and Dimed*
- Students will understand how to make text to world connections

TIME ALLOCATED: 2 class periods

MATERIALS/EQUIPMENT/HANDOUTS:
- Copies of information on labor unions
- Copies of pros and cons of labor unions
- Copies of the song, “Talking Union,” by Millard Lampeel, Lee Hays and Pete Seeger

PROCEDURES:
Opening:
1. On the board, brainstorm using a web as to what they know about labor unions. Students have heard the term for years and have very different understandings on the topic.

Lesson:
2. Handout information on labor unions, its history, its current status, and pro and cons. Have students skim the material and take notes on it.
3. As a class, discuss labor unions—many students will have relatives or friends in Unions so ask for personal connections.
4. Explain to students that Unions used to use songs as teaching and organizing tools because workers were not literate.
5. Hand out the song, “Talking Union,” and have students read it and jot down answers to the four questions.
6. As a class, discuss why workers used songs to tell their stories and go over the ideas presented in the questions. Make sure to touch on the ideas of labor unions contributing to the dignity of labor.
7. As a class, compare the importance of labor unions in the past and today.

CLOSURE:
This activity will probably be introduced at the end of day one and occur during day two. In pairs have students write a response to the following questions. The discussion of the written responses will lead into the closing discussion on *Nickel and Dimed*.

“As Ehrenreich’s stint at Wal-Mart winds down, she mentions to several of her colleagues that they “could use a union here”—only, as she herself readily admits, she is “not a union organizer anymore than [she is] Wal-Mart ‘management material.’” So why, then, is she making efforts at unionizing? What has led her to these efforts? What are her reasons, grievances, motivations, and goals?”

[http://www.barbaraehrenreich.com](http://www.barbaraehrenreich.com)
After the students have written thoughtful responses have them share as a class and have a culminating discussion on *Nickel and Dimed*.

**ASSESSMENT:**
Students will be assessed based on the pair reflections and ensuing discussion on the text, *Nickel and Dimed*. 
LESSON PLAN: Goal Setting

DESCRIPTION:
This lesson introduces the basic concept of goal setting and its benefits in an academic, vocational, and personal setting. In particular, this lesson will address the upcoming advising period and give students ideas and tools to maximize their advising process at MCC. Students will examine the procedure for setting short and long term goals and analyze barriers that prevent success, as well as create three written goals.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
• Describe the power and process of writing out goals using the AIM SMART formula
• Identify and reframe challenges that get in the way of attaining goals
• Create three personal goals
• Serve as an accountability partner for one of their peers

CORE STUDENT SUCCESS SKILLS:

| Critical Thinking: knowledge, integration, reasoning, problem solving |
| X Organization: time management, note taking, test taking, study skills |
| X Collaboration: community activities, service, group exploration |
| X Self-assessment: academic and career goal setting, self advocacy |
| X Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| Analyze how social and demographic changes influence family life and work decisions |
| X Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| X Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| Evaluate the role of motivation, temperament, and life span development theories in the workplace |
PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
Students will have read a scholarly article, “You Can Accomplish Your Goals” by John Buckman and rated the areas of personal development on the “Wheel of Life.”

TIME ALLOTED: One/two class periods

MATERIALS/EQUIPMENT/HANDOUTS:
Handouts: “You Can Accomplish Your Goals,” John Buckman (available on library database); Identifying Barriers; AIM SMART; Wheel of Life

PROCEDURES:
1. Students will take quiz over the reading material.
2. Instructor will initiate discussion about importance of setting goals and AIM SMART model.
3. Class will participate in creating a sample written goal.
4. Instructor will talk about issues and problems that get in the way of reaching goals using the “Identifying Barriers” handout.
5. Class will make revisions to sample goal as necessary.
6. Students will write a sample goal for themselves.
7. Homework will be for students to write two more sample goals 1) regarding upcoming academic advising sessions 2) about a career possibility and 3) any other personal category identified on the Wheel of Life.

CLOSURE:
Students will pick an accountability partner in the class and decide on a time frame for one of their goals.

ASSESSMENT:
Quiz will assess reading of “Goals” article. Wheel of Life will indicate areas where students are interested in setting goals. Students will pass in three AIM SMART goals for instructor evaluation.
# Handout: Identifying Barriers

<table>
<thead>
<tr>
<th>Identifying Barriers</th>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
<th>Empowering Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Gremlin</td>
<td>Fear-based “I” statements</td>
<td>I may as well just transfer to UML. I’ll never get into BU. I don’t want to run for SUGA. I know I won’t win.</td>
<td>What are you afraid will happen? Where do you believe that thought comes from?</td>
</tr>
<tr>
<td>A</td>
<td>Assumption</td>
<td>A feeling that if it happened that way in the past, it will happen that way in future</td>
<td>I’ve wasn’t good in math in high school and I won’t be good in math in college. I can’t pass the reading CPT, I’ve already failed it twice.</td>
<td>What might be different this time? How can you change the results this time?</td>
</tr>
<tr>
<td>I</td>
<td>Interpretation</td>
<td>The way one perceives something based on his/her own world view</td>
<td>Everyone on the Bedford campus is a snob. MCC isn’t as tough as other colleges.</td>
<td>What beliefs about that might be holding you back? How do you know that’s really true?</td>
</tr>
<tr>
<td>L</td>
<td>Limiting Belief</td>
<td>An underlying belief –usually from childhood and based on cultural situations</td>
<td>Women don’t go into science and engineering. A LA degree isn’t worth anything. Everyone in my family goes into business.</td>
<td>How is that belief working for you? Where does that belief come from?</td>
</tr>
</tbody>
</table>
Handout: The Aim Smart Goal Model

Acceptable...What’s the acceptable minimum?

Ideal...What would be ideal?

Mid-range...What is in the middle, a realistic stretch?

Specific...Exactly what will be done

Measurable...How will you know it was successful?

Action-oriented...How will it get done? What steps will be taken?

Realistic...How reasonable is it that it can be done at this time?

Timely...When will it get done?
LESSON PLAN: Professionalism in the Workplace

DESCRIPTION: In this lesson students will examine the role of professionalism in the workplace. Students will list qualities that exemplify professionalism and match their answers to the text. After watching an episode of NBC’s The Office, students will apply the criteria and behavior to the characters’ actions and connect the ideas to a character in the text, Nickel and Dimed.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Identify and describe attributes of professional behavior in the workplace
- Apply knowledge of professionalism and evaluate characters’ behavior in television and text

CORE STUDENT SUCCESS SKILLS:

- Critical Thinking: knowledge, integration, reasoning, problem solving
- Organization: time management, note taking, test taking, study skills
- Collaboration: community activities, service, group exploration
- Self-assessment: academic and career goal setting, self advocacy
- Communication: oral, written, technological, and information literacy

COURSE OUTCOMES ADDRESSED:

- Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial
- Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work
- Analyze how social and demographic changes influence family life and work decisions
- Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals
- Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking
- Evaluate the role of motivation, temperament, and life span development theories in the workplace

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:
Students will have read Nickel and Dimed

TIME ALLOTTED: One class period
MATERIALS/EQUIPMENT/HANDOUTS:
- Handout on 5 Professional Behaviors
- Video of “Diversity Days” from The Office on Hulu

PROCEDURES:
1. In pairs, students will write a list of five qualities they believe constitute professionalism in the workplace.
2. Taking turns, students will go to the board and record their lists.
3. Using the students’ words on the board, the instructor will lead a discussion asking the class to define the words and give examples of specific behavior that exemplifies each word using their own workplace or educational experiences.
4. Instructor will ask students how professionalism might vary in different industries (i.e. construction versus nursing) and brainstorm what would constitute professional behavior different roles to see if the idea of professionalism changes depending on the industry or job.
5. Instructor will pass out 5 Professional Characteristics Handout and review with students and ask students to compare the list to the brainstormed answers on the board. Students will write in examples of each characteristic on handout.
6. Students will watch episode of The Office and take notes of instances where professional behavior was or was not exhibited.
7. Class will discuss episode and behaviors in large group.

CLOSURE:
For homework, students will choose a character in Nickel and Dimed and write one page on the level of professionalism that character exhibits.

ASSESSMENT:
Students’ answers in large discussion will assess their knowledge of professionalism. Journal entry will indicate their ability to apply it to the text.
Handout: The Top Five Professional Characteristics

Competency

Commitment

Diversity

Accountability

Respect
LESSON PLAN: Work-Life Balance and Expectations

DESCRIPTION:
This lesson is designed to help students identify cultural expectations of the parent role and the worker role and the degree to which these expectations create role conflicts. A core concern in the study of work and family is identifying the strains experienced by working parents.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Identify cultural expectations of the ideal parent
- Identify cultural expectations of the ideal employee
- Discuss how these role expectations impact Work-Life balance

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
<th>X</th>
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COURSE OUTCOMES ADDRESSED:

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<tr>
<td>Evaluate the role of motivation, temperament, and life span development theories in the workplace</td>
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PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:

TIME ALLOTTED: 45 minutes
MATERIALS/EQUIPMENT/HANDOUTS:

- Ideal Parent Worksheet
- Ideal Employee Worksheet

PROCEDURES: (number steps)

1. Separate students into pairs or triads.
2. Identify the cultural expectations for the ideal parent (10 minutes)
   a. Hand out the “Ideal Parent Worksheet.” In their pairs, have students identify the cultural expectations for the ideal parent. In Column 1 the students should list the core values our culture holds toward parenting? E.g. Parents should be nurturing, teach their children, keep children safe, fed...
   b. For each value students should identify the corresponding behaviors that a parent should perform in the next column. For example, parents should cook dinner every night, read bedtime stories, give their children baths, attend their sports/activities
   c. In the 3rd column students should identify the commitment, measured in hours per day for each of these behaviors
   d. In the last column students should identify any of the activities that will require a specific block of time that would require them to be in the home or with their children. For example, if the ideal parent clothes, feeds and sends kids to school, the parent would need to be home from 6:30 – 8:30 am
   *Note: The instructor may want to demonstrate how to complete the worksheet by doing one example (Column 1 = teach children; Column 2 = read stories to them; Column 3 = bedtime story every night 30 minutes; Column 4 = 7:30 – 8:00 pm).

3. Identify the cultural expectations for the ideal employee (10 minutes)
   a. Students should consider the career they plan on entering following college. If they don’t know of a career, they should identify a career that either they have some knowledge of or can use as an example. Coach them about typical amounts of time expected to work per day or week for certain jobs (40+ hrs week)
   b. Repeat the same process as above (#2) with the ideal employee worksheet. The ideal employee is committed, dependable etc. Corresponding behaviors would be putting in long hours, be on-time for work, be able to travel etc.

4. Synthesize the information (5 minutes)
   a. Have students sum the total number of hours committed to parenting and working. Report these totals on the board. If they report that the ideal parent takes 8 hrs and the ideal worker takes 8 hrs they should report 16 hrs. Likely students will report 16 – 20 hrs a day.

5. Discussion (20 minutes)
   a. What do we learn from this exercise?
   b. Can we perform to the cultural ideals of being a worker and a parent?
c. What other roles do we play in our lives beyond being an employee and a parent? (Friend? Spouse? Community member? Son or Daughter?)

d. How do we factor these roles into the equation?

e. What other needs are we missing (needs for personal time such as hobbies, exercise etc)?

f. Can you identify any strains or conflicts in terms of parenting and employee schedules?

g. Given these strains, how do you think people manage? Have the students use examples from their own lives or observations of others.

Instructor can help identify strategies some have utilized:

- Extended Family support
- Alternative schedules
- Delaying children
- Scaling back on work hours
- Non-traditional sharing of roles and responsibilities

*Assign Homework:* Watch **Juggling work and family** [electronic resource (video)] / Hedrick Smith Productions. **2 hrs – available online through MCC library**
http://innopac.noblenet.org/record=b3084083~S41

**CLOSURE:**

**EXTENSION AND REMEDIATION:**


Other Reading:


**ASSESSMENT:**

Handout: Consider the demand of being an ideal parent

Assume you are talking about a married person with a preschool age child and an elementary age school child.

In column 1, identify the types of values that an ideal parent should be upholding (loving, nurturing, caretaking, etc).

In column 2, identify the types of behaviors that these values suggest a parent perform (seeing kids off to school, reading stories, cooking good meals etc).

In column 3, estimate the amount of time (hrs per day) it takes to accomplish each activity.

In column 4, identify if there is any block of time that is needed for the activity (sending kids off to school blocks out 7 – 8am).

The Ideal Parent

<table>
<thead>
<tr>
<th>Value</th>
<th>Behavior</th>
<th>Time Commitment</th>
<th>Schedule Commitment</th>
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<td>Total time =</td>
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<td>Blocks of time=</td>
</tr>
</tbody>
</table>
Handout: Consider the demand of being an ideal employee

Assume you are talking about a professional person, a person doing the type of job you would like to have after college.

In column 1 identify the types of values that an ideal employee should be upholding (dedicated, hard working, dependable etc.)

In column 2 identify the types of behaviors that these values suggest an employee perform. (being on time, working long hours, being knowledgeable etc)

In column 3 estimate the amount of time (hrs per work day) it takes to accomplish each activity.

In column 4 identify if there is any block of time that is needed for the activity.

<table>
<thead>
<tr>
<th>Value</th>
<th>Behavior</th>
<th>Time Commitment</th>
<th>Schedule Commitment</th>
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Total time = Blocks of time =
**LESSON PLAN: Educational Planning with DegreeWorks**

**DESCRIPTION:** Before the advising and registration period begins, students can log on to DegreeWorks to view their current degree progress and start planning for the upcoming semester. Using the educational planning tool in DegreeWorks, this activity will help students select courses for the next two semesters based on their degree audit and course of study.

**LESSON OBJECTIVES:**
After successfully completing this activity, students will be able to:
- Access their current degree audit using DegreeWorks
- Select courses ahead of time using the educational planning tool
- Explore other majors and requirements using the “What if” audit

**CORE STUDENT SUCCESS SKILLS:**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>knowledge, integration, reasoning, problem solving</td>
</tr>
<tr>
<td>Organization</td>
<td>time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>Collaboration</td>
<td>community activities, service, group exploration</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>academic and career goal setting, self advocacy</td>
</tr>
<tr>
<td>Communication</td>
<td>oral, written, technological, and information literacy</td>
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</tbody>
</table>

**COURSE OUTCOMES ADDRESSED:**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial</td>
<td>Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial</td>
</tr>
<tr>
<td>Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work</td>
<td>Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work</td>
</tr>
<tr>
<td>Analyze how social and demographic changes influence family life and work decisions</td>
<td>Analyze how social and demographic changes influence family life and work decisions</td>
</tr>
<tr>
<td>Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals</td>
<td>Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals</td>
</tr>
<tr>
<td>Demonstrate student success strategies, which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking</td>
<td>Demonstrate student success strategies, which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking</td>
</tr>
<tr>
<td>Evaluate the role of motivation, temperament, and life span development theories in the workplace</td>
<td>Evaluate the role of motivation, temperament, and life span development theories in the workplace</td>
</tr>
</tbody>
</table>

**PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES:**

**TIME ALLOTTED:** 50 minutes
MATERIALS/EQUIPMENT/HANDOUTS: Computer classroom and internet access as well as copies of the Academic Advising Schedule for each student.

PROCEDURES: (number steps)
1. Reserve a computer lab.
2. Invite academic advisor to assist with DegreeWorks (optional).
3. Go to Middlenet from the MCC homepage and click on “MCC Faculty and Currently Enrolled Students.”
4. Enter UserID and password.
5. Click on “Enrollment Services and Financial Aid.”
6. Click on “Student Records, Billing Records, Transfer Information, Degree Evaluation (Degree Audit).”
7. Click on “DegreeWorks - View your Degree Audit.”
8. Always click “Process New” button at the top to view most up to date information.
9. Let students scroll down to view personal information (address, email, gpa, etc). Below they will see their current degree program, completed courses, and grades.
   a. Completed courses are marked with a green check mark
   b. Remaining courses are marked with a red box
   c. Courses currently in progress are marked with a blue squiggle
   d. At the bottom, students can view the intensive values requirements, notes, and fall through courses (failed courses, developmental courses, or extra courses not being counted towards this degree program)
10. After students have had a few minutes to view their current degree audit, show students that they can see the remaining courses left to take on the right hand column. Course numbers will be listed and the entire course title can be displayed by moving the cursor over the number.
11. Click on the desired course to view a full course description, pre-requisites, and if the course is being offered next semester. If it is being offered, students can also see the time, location, and faculty for each section.
12. Give students 20 minutes to select their courses for the next two semesters.
13. Once they have selected possible courses, introduce students to the educational planning tool by clicking on the “Planner” tab at the top.
14. Student can drag their selected courses into the appropriate semester and lock their personal plan for future reference.
15. If time permits, you can also show students the “What if” tool so they can view how their degree progress would look if they switched majors. This tool is listed on the left under the “Worksheets” tab. They can select a different major and click “Process What if” to see the results.

CLOSURE: Print out educational plan and encourage students to bring it with them to the upcoming academic advising appointment.

ASSESSMENT: Reflection paper
LESSON PLAN: Work-Family – Informational & Personal Interviews - Final Project

DESCRIPTION:
This assignment is designed to assist students in exploring the different issues identified and experiences families have regarding work-life balance by interviewing three generations of family members. Students will be introduced to the concept of “informational interviewing.”

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:

- Define the steps to take to conduct an informational interview
- Conduct and summarize an interview using guiding questions & note-taking strategies
- Discuss the similarities and differences among interviewees from different generations
- Relate information from interviews to course discussions and readings
- Present a summary of their experiences and reflections in both writing and orally

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge, integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
|   | Self-assessment: academic and career goal setting, self advocacy |
| X | Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| X Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| X Analyze how social and demographic changes influence family life and work decisions |
| Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| X Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| Evaluate the role of motivation, temperament, and life span development theories in the workplace |

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES: Students will have completed readings and lessons on Work-Family Balance issues.
TIME ALLOCATED: 2 part: 30 minutes to introduce at the end of one class. Presentations and concluding discussions 1 – 2 class periods at the end of the semester.

MATERIALS/EQUIPMENT/HANDOUTS:
- Informational Interview handout
- Intergenerational Interview Assignment Handout

PROCEDURES: (number steps)

Short lesson to set up the assignment:

1. Introduce the concept of informational interviewing.
2. Outline steps to conducting an interview on the board.
   a. Identify the information you want
   b. Make a list of the people you know or might want to interview
   c. Set up the appointment
   d. Plan the agenda
   e. Be prepared and professional (what does this mean)
   f. Send a thank you
3. Review handouts on informational interviewing and discuss why informational interviewing is a tool used to network.
4. Introduce assignment and make the transition between tips for informational interviewing and utilizing those same strategies for this assignment.
5. Assign each student to interview someone from the three listed generations of family members/friends. *Students may need to adjust the definitions below to accommodate for their age, but should interview three people from three different generations.

   Generation 1 = grandparent (s), great aunt/great uncle, or family friend
   Generation 2 = parents, aunt/uncle or family friends that would be peers of your parents
   Generation 3 = sibling or young adult

6. Have students individually identify several people who meet the criteria for each generation and then narrow their choice to one person. The instructor should coach students in their selection in order to make sure that there is diversity and variety for the selected interviews.
7. Discuss how to interview the three people using the attached questions. (Open-ended questions, follow-up questions, professionalism, conversational tone).
8. Discuss note-taking strategies for interviewing. Recommend taping the interview or writing brief notes during interview and then immediately writing expanded notes after the interview.
9. Write a summary for the interview, using the questions as a guideline. Students should be reminded to change the interviewee’s name to maintain confidentiality.

**Essay reflecting on the three interviews:**

10. Have the students write an essay containing their reflections on the information gained from the interviews.
   - What did you learn from the interviews?
   - Were there common elements among the interviewees? Were there differences?
   - How were the interviewees’ experiences or plans consistent or inconsistent with the information presented in class or through course readings?

**Presentations***:

11. Have the students present a summary of their observations to the class. Distribute the Oral Communication Rubric to each student to assess each other’s presentation skills. *Hopefully students will be familiar with this rubric and it was used a few times periodically as a guide to assessment in the earlier weeks of the course [https://www.middlesex.mass.edu/strategicplanning/islorubric.asp](https://www.middlesex.mass.edu/strategicplanning/islorubric.asp)

**Class Discussion:**

12. Separate the class into small groups. On newsprint have them respond to the following prompts:
   - Similarities: Were there common elements among the interviewees?
   - Differences: What were the differences?
   - Noteworthy Observations: How did an interviewees Generation impact their experiences? Do you think gender had an influence? Did the type of work have an influence on issues of life-work balance?

Students should then report out their findings as a group. The class can then discuss whether or not they see any patterns when analyzing across generations.

**CLOSURE:**

**EXTENSION AND REMEDIATION:**

The next assignment could include having the students do a traditional informational interview with a person in a career that they might want to pursue. Students would need to write questions appropriate for an informational interview, and can search a variety of websites for suggested questions. This would work well after students have built the foundation of
participating in some form of career assessment and after the intergenerational interview with someone who is likely known to them.

**ASSESSMENT:** The final project will serve as the assessment artifact.
Handout: Work – Family Balance Interview Project

• Identify a person to interview in the generational group as indicated below:
  ___Generation 1 = grandparent(s), great aunt/great uncle, or family friend
  ___Generation 2 = parents, aunt/uncle or family friends that would be peers of your parents
  ___Generation 3 = sibling or young adult

• Invite them (separately) to participate in an informal interview for your class project. Assure
  the person that the interview will remain confidential
• Conduct the interview using the following questions listed below as a guide
• Write a brief summary of the interview. State the question and then summarize the response. Change
  the interviewee’s name to maintain confidentiality
• Write a final paragraph reflecting on the content of the interview and your observations about
  the interviewee’s experience as it relates to issues raised in class

Work – Family Balance: Intergenerational Interview Questions:

• When did you start thinking about a career?

• What information did you use to make that decision? What were your reasons for starting work
  or a career?

• What education or work-related training or preparation did you obtain?

• What were the reasons or opportunities that led to your job/career choices?

• Who were important career and/or non-career role models? How did others influence your
  choices/goals about family and work life? Did your father/mother influence you?

• What were the non-career events (e.g. family, relationship issues) that have affected how you
  have made career decisions or how you behaved in your career?

• What have been the consequences for some of these decisions?

• How do work experiences affect your family life? (How does work affect your parenting and
  your parenting affect your work?)

• Do you see any foreseeable changes in your future career or any future wishes for your career?

*Note: You can interview a full-time “stay at home” parent and consider this as a career choice.

“Informational Interviewing: The Neglected Job Search Tool”
Text accessible online at http://bit.ly/7sSi

NY TIMES: “Shifting Careers : Smart Thinking at Work”
Text accessible online at http://bit.ly/xz7WB
Handout: MCC Oral Communication Rubric

<table>
<thead>
<tr>
<th>Ability</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Clearly, purposefully and concisely</td>
<td>All verbal communication is clear, purposeful, and concise.</td>
<td>Most verbal communication is clear, purposeful, and concise.</td>
<td>Verbal communication minimally clear, purposeful, and concise.</td>
<td>Verbal communication completely lacking in clarity, purposefulness, and conciseness.</td>
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<tr>
<td>communicate verbally</td>
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<tr>
<td>Use paraverbal (i.e., tone, cadence, volume, rate) and non-verbal (body language) communication accompanying verbal communication</td>
<td>Successfully uses appropriate paraverbal and non-verbal communication with verbal communication.</td>
<td>Adequately uses appropriate paraverbal and non-verbal communication with verbal communication.</td>
<td>Occasionally uses appropriate paraverbal and non-verbal communication with verbal communication.</td>
<td>Does not use appropriate paraverbal and non-verbal communication with verbal communication.</td>
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<tr>
<td>Construct logical and coherent arguments</td>
<td>Successfully constructs logical and coherent arguments</td>
<td>Adequately constructs logical and coherent arguments</td>
<td>Occasionally constructs logical and coherent arguments</td>
<td>Does not construct logical and coherent arguments</td>
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<tr>
<td>Ask effective questions and answers questions effectively</td>
<td>Successfully able to ask effective questions and answer questions effectively.</td>
<td>Adequately able to ask effective questions and answer questions effectively.</td>
<td>Occasionally able to ask effective questions and answer questions effectively.</td>
<td>Does not ask effective questions and does not answer questions effectively.</td>
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<tr>
<td>Manage public speaking anxiety</td>
<td>Successfully manages public speaking anxiety</td>
<td>Adequately manages public speaking anxiety</td>
<td>Minimal management of public speaking anxiety</td>
<td>Does not manage public speaking anxiety.</td>
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<tr>
<td>Avoid use of vocal segues (um, ah, err, like...)</td>
<td>Never uses vocal segues.</td>
<td>Rarely uses vocal segues.</td>
<td>Occasionally uses vocal segues.</td>
<td>Frequent use of vocal segues.</td>
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LESSON PLAN: Career Exploration with Focus 2

DESCRIPTION: Student will use the Focus 2 tool on the MCC career services website to explore possible occupations and relevant majors. They will narrow down their options to their top three choices and write a paragraph about each one. Additional assignment may include using the vocational biographies to learn more about one of these careers.

LESSON OBJECTIVES:
After successfully completing this activity, students will be able to:
- Access career explorations resources on the MCC website
- Articulate career options by occupation and job functions
- Identify possible majors associated with relevant careers

CORE STUDENT SUCCESS SKILLS:

| Critical Thinking: knowledge, integration, reasoning, problem solving |
| Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| X Self-assessment: academic and career goal setting, self advocacy |
| X Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| Analyze how social and demographic changes influence family life and work decisions |
| X Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| Demonstrate student success strategies, which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| Evaluate the role of motivation, temperament, and life span development theories in the workplace |

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:

TIME ALLOCATED: 50 minutes
MATERIALS/EQUIPMENT/HANDOUTS: Computer Lab with internet access

PROCEDURES: (number steps)

1. Reserve computer lab.
2. Invite career counselor to attend.
3. Students go to https://www.middlesex.mass.edu/careerservices/ and click on link to access Focus 2. Students should create a new account if they do not already have one. The access code is “MCC”.
4. Students should complete as many of the Career Readiness and Self-Assessment quizzes as possible in the allotted time (about 30 minutes). The more they complete, the more accurate the results will be.
5. Next, they can narrow and refine their results by combining multiple assessments. Students can click on “See your top career choices.”
6. Once they have their list of possible occupations and associated majors, give students 10 minutes to explore the list. They can click on the occupation to view a general overview, job duties, outlook, and earnings.
7. Narrow down their list to three top choices.

CLOSURE: For homework, write a paragraph about each one of the top three choices. Each paragraph should summarize the career and write what you like and did not like about this occupation.

EXTENSION AND REMEDIATION: For an additional assignment, students can read more about the occupations they selected on the vocational biographies website. To access, have students go back to the MCC career services and click on vocational biographies under the Career Exploration tab.

ASSESSMENT: Three-paragraph summary
LESSON PLAN: Future of Work

DESCRIPTION: Students will watch YouTube clip and read articles on the future of work and answer questions.

LESSON OBJECTIVES: After successfully completing this activity, students will be able to:
• Identify ways in which the future of work will be different
• Give examples of future careers

CORE STUDENT SUCCESS SKILLS:

| Critical Thinking: knowledge, integration, reasoning, problem solving |
| Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| Self-assessment: academic and career goal setting, self advocacy |
| Communication: oral, written, technological, and information literacy |

COURSE OUTCOMES ADDRESSED:

| Describe different industries, future trends, and types of work, for example, industrial, service, labor, professional, and managerial |
| Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work |
| Analyze how social and demographic changes influence family life and work decisions |
| Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals |
| Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking |
| Evaluate the role of motivation, temperament, and life span development theories in the workplace |

PREREQUISITE KNOWLEDGE/SKILLS /ACTIVITIES: Students must read articles and watch video before answering the questions.

TIME ALLOTED: 20 minute in class discussion

MATERIALS/EQUIPMENT/HANDOUTS: Link to YouTube clip and articles

PROCEDURES:
1. Assign students the following articles and video for homework:
   http://www.thefutureofwork.net/assets/70_Jobs_for_2030.pdf
   http://www.youtube.com/watch?v=G8Yt4wxSblc&feature=player_embedded
2. Students answer short response questions
3. Facilitate class discussion

**ASSESSMENT**: Short response questions

Sample Short Response Questions:

- What are five ways that the future of work will be different?
- How will technology have an impact on your future career choices?
- What “futurist” career would you see yourself doing in 20 years?
SAMPLE SYLLABUS

Middlesex Community College Course Syllabus
SOC 102: Explorations in Work, Income and Identity
Fall 2011
MWF 10:30-11:20
Room HH 112

Instructor: Cynthia Lynch
Contact Info: Phone: 781-280-3556
Email: lynchc@middlesex.mass.edum
Office: Bedford Campus: Bedford House, Room 209
Office Hours: Wednesdays 11:30-12:20 and by appointment

Course Description
This interdisciplinary course focuses on how the study of work can help students navigate their academic, personal, and professional lives. Through the study of personal narrative and psychological and cultural influences, students will critically examine topics such as types of work, inequality in work and wages, work and the family and the changing workplace. This course is hands-on and stresses learning by doing, self-reflection, integrating study skills, and learning strategies, and utilizes college resources as a way to enhance student success.

Prerequisites: Placement above or successful completion of ENG 055 and ENG 065. Concurrent enrollment in ENG 071 and/or ENG 060, if reading score is between 55-67.

Required Texts
This I Believe II: by Jay Allison and Dan Gediman (Editors), (Holt) ISBN: 0805090894

Nickel and Dimed, by Barbara Ehrenreich, (Holt) ISBN: 0805088385

3. True Colors Program Kit (Available at MCC Book Store)
Student Learning Outcomes:

After finishing this course, students will be able to:

- Describe different industries, future trends, and types of work, for example industrial, service, labor, professional, and managerial
- Explain ways in which gender, race, class, and sexuality influence the opportunities available for work and rewards for work
- Analyze how social and demographic changes influence family life and work decisions
- Evaluate the role of motivation, temperament, and life span development theories in the workplace
- Discover personal learning styles, values, strengths, and interests, and apply this knowledge to set educational and career goals
- Demonstrate student success strategies which include a variety of reading, study, and test-taking strategies, collaboration, organization, time management, and note-taking

Strategies for Success
This course was designed as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials will focus on key skills of Organization, Self-Assessment, Collaboration, Communication, and Critical Thinking. As students in the pilot version of this course, you will have an opportunity to think more explicitly about these skills, to apply them to course concepts, and then to demonstrate how you have improved in these skills by the end of the semester.

Operational definitions for each term are listed below:

**ORGANIZATION**
Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other; the ability to take an overarching piece of information and to present concepts in a logical manner; and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

**SELF-ASSESSMENT**
Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns plans, makes decisions, and studies.

**COLLABORATION**
Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning
in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

COMMUNICATION
Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

CRITICAL THINKING
Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels, it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

Things to bring to class
1. Textbooks
2. Pen or Pencil
3. Any assignment due
4. Notebook for notes
5. Folder for handouts

Teaching STYLE:
This class will be a combination of lecture, class discussions, and group work. I will facilitate an analysis of the readings and then move into a class discussion, case study, or group project. I will expect that the assigned reading has been completed before class and will plan our class discussions accordingly. You should come to class prepared to participate in our class discussions and group projects. I see class meetings as an opportunity to expand upon the assigned reading so class attendance is extremely important. Class participation is encouraged and expected.

Overview of Class Assignments:
The following is a brief summary of the course assignments. You will receive a more detailed description of each required written assignment in advance of its due date.

Class Participation:
Active participation in all areas of the course is expected. Elements of class participation on which students will be graded include: being on time for class, having necessary materials in hand, active involvement in small groups and class discussions, and demonstrations of cooperative spirit toward instructor and peers.

Weekly Homework, Classwork, and Reflection Assignments:
Students are responsible for weekly readings of text material, supplemental reading material, and the book, *Nickel and Dimed* by Barbara Ehrenreich. Written assignments will be assigned each week and will connect with the corresponding reading and one’s individual connections with the topic. Homework should be typed and stapled.
**Personal narrative Essay:**
This essay will occur after unit one.

**Unit One Exam:**
The format of the exam will include objective questions, short answer and long essay questions.

**Analytical Essay – Unit two:**
This essay will occur after unit two.

**Final Project and Presentation:**
The final project will incorporate interviewing three generations of workers and connecting the interview findings to the course content from the entire semester.

**Final Exam**
A comprehensive final will be given during the college’s scheduled final exam period. The format of the exam will include objective questions, short answer and long essay questions.

**Late Assignments:**
All assignments are expected on the due dates indicated on the attached weekly schedule in order to receive maximum possible credit.++ Late Assignments will be accepted up to a week after the due date. However, an assignment turned in late will have a 2-point deduction per day from the final grade of the assignment. E-mailed work will only be accepted with my prior consent and will not be accepted when a student misses class, under most circumstances!

++Dates on schedule are subject to change, and changes will be announced in class.

**Sociology 102 Grading Criteria**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>HW</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>25%</td>
</tr>
<tr>
<td>Essays</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

**SOC 102 Grading Breakdown**
**Grading:**
Your final grade for this course will be determined according to the following percentage system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Class Participation, Group Work</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Homework, Classwork and Reflections</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Narrative Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Unit One Exam</td>
<td>10%</td>
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<tr>
<td>Analytical Essay – Unit two</td>
<td>15%</td>
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<tr>
<td>Final project and Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Attendance:**
Students are expected to attend all classes. In fact, your attendance indicates your willingness to learn. I take attendance regularly. You are expected to be on time for class and to attend the entire period. If you have to come in late, please come in quietly with as little noise as possible. If you absolutely have to miss a class, you are responsible for e-mailing me if you do not understand what you need to do before returning to class. When you miss class, you also miss a great deal of knowledge that you will not be able to make up just by reading the text or even borrowing notes. Therefore, you should realize that class attendance impacts your grade. After four missed class sessions, you will lose three points from your final grade for each additional absence. Three tardy classes will equal one class hour. I reserve the right to officially withdraw you from my course if you have missed six classes.

**Snow Policy:**
In the event of severe weather, the college as a whole may close. College closings are posted on the MCC website or can be obtained via Internet, radio or television. A delayed opening means the College will open at 10 a.m. Classes scheduled to begin before 10 a.m. will not take place.

**Classroom etiquette and Cell Phones**
As an instructor, I feel it is my responsibility to model and support a code of classroom conduct that emphasizes courtesy, respect, sensitivity to individual learning styles, and global awareness. To accomplish these goals, I ask students to observe the following guidelines:

- Arrive for class on time and prepared; have your textbook, notebook, pens, and homework on hand.
- Recognize that time limits may preclude everyone who wants to from speaking; avoid monopolizing discussions.
- Give whoever is speaking your full attention.
- Avoid distracting side conversations to insure that only one person speaks at a time.
- Use active listening techniques: ask clarifying questions, and offer constructive feedback when appropriate.
- Maintain balanced, active involvement in workgroups and class discussions.
- Respect diversity of opinion and experience; maintain an unbiased approach to individual and cultural differences.
- Assume that you will learn as much from your peers as you will from your instructor.
**IPods, Smart Phones etc.** Hand held devices should be turned off before entering the classroom and not turned on again until after class and the student is outside the classroom. I may ask you to leave the class for that day if you are using one of these devices (this will result in an absence). In fact, it may be beneficial to wean oneself off of constant connection to these devices. Researchers in universities across the country are finding that our constant engagement with these devices is having deleterious effects on our brains and our ability to remember and process information. In an article in the August 24, 2010 New York Times, Matt Richtel quotes a researcher as follows:

‘Almost certainly, downtime lets the brain go over experiences it’s had, solidify them and turn them into permanent long-term memories,’ said Loren Frank, assistant professor in the department of physiology at the [University, of San Francisco] where he specializes in learning and memory. He said he believed that when the brain was constantly stimulated, ‘you prevent this learning process.’

To read this and other articles in the series, Your Brain on Computers see: [http://topics.nytimes.com/top/features/timestopics/series/your_brain_on_computers/index.html](http://topics.nytimes.com/top/features/timestopics/series/your_brain_on_computers/index.html)

**Plagiarism**

Plagiarism is a serious offense. Plagiarism is borrowing another writer’s language or ideas without proper acknowledgement. It is dishonest and unethical. Plagiarism includes but is not limited to failing to cite quotes or borrowed ideas, failing to enclose borrowed language with quotation marks and failing to put paraphrases or summaries in your own words. Plagiarism is a serious academic offense that can result in course failure and other college penalties. If you have any questions about this issue, please talks to me and I will give you additional information.

**Academic Support / Tutoring Services**

**Bedford Campus – AR 214**

Writing Center phone number: 781-280-3727

MCC Academic Support/Tutoring Centers offer individual and group tutoring on the Bedford and Lowell campuses.

- The Centers are staffed by professional and peer tutors.
- Tutoring is available for most subjects taught at MCC.
- Tutoring Centers are open for walk-in sessions and by appointment, Monday-Saturday.
- Tutoring is also available on select evenings, and by appointment.
- Online tutoring is available 24/7 through the Academic Support website, [www.middlesex.mass.edu/tutoringservices](http://www.middlesex.mass.edu/tutoringservices) or at etutoring.org
- Tutoring is a FREE service for all MCC students.

**Disability Support Services:**

*Students with documented disabilities who believe that they may need accommodations(s) in this class are encouraged to contact Disability Support Services in order to ensure that such accommodations are accomplished in a timely manner.*

**Bedford Campus – Building 9 (Enrollment Center), 2nd floor**

(781) 280-3630 (on-campus x3630)

**Lowell Campus – City Campus Building, 3rd floor**
TRIO Student Success Program
Middlesex students who are either low income, first generation to college or individuals with disabilities may be eligible for the Student Success Program: a support program providing academic support; career, financial aid, academic, personal, and transfer advising; tours of four year institutions, and cultural field trips. Eligible students are encouraged to apply. Lowell Campus- City Campus Building, Room 106  (978) 656-3384 Bedford Campus –Building 9 (Enrollment Center)

Academic Alert Program
This class participates in the Strategies for Success Academic Alert Program. The program is designed to promote student success through coordination and communication between students, instructors, advisors and support services. If I notice you are having difficulty in the course, I will send an e-mail message through your Middlesex account or through the Academic Alert program. A course requirement is that you check your Middlesex e-mail frequently and respond quickly if you receive an e-mail message through the Early Alert program.

Class Assignment schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/In-Class Activities</th>
<th>Readings/Assignments Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>September 7th and 9th:</strong> Introduction/Icebreakers Review Syllabus Introduce Paula Diaz</td>
<td>Purchase Text and True Colors</td>
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<td></td>
<td>Time Management</td>
<td></td>
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<tr>
<td>Week 2</td>
<td><strong>September 12, 14, and 16th:</strong> Values and Value Auction Reading Strategies</td>
<td>Calendar Assignment Values Reflection</td>
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<tr>
<td>Week 3</td>
<td><strong>September 19, 21, and 23rd:</strong> Cornell Note Taking Learning Styles True Colors Theories of Motivation</td>
<td>Learning Styles Assessment Two Annotated stories from This I Believe Read Motivation Handout</td>
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<tr>
<td>Week 4</td>
<td><strong>September 26, 28, and 30th:</strong> Motivation Types of Work Anticipating Exam Questions</td>
<td>This I Believe Motivation Assignment Motivation and Values Reflection Vocational Bio Assignment</td>
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<tr>
<td></td>
<td>Introduce Narrative Essay (Due 10/14)</td>
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<tr>
<td>Week</td>
<td>Date Range</td>
<td>Events</td>
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<td>5</td>
<td>October 3, 5, 7th</td>
<td><strong>TEST- UNIT ONE</strong>&lt;br&gt;History of Wage Rates and Policy&lt;br&gt;Introduction to <em>Nickel and Dimed</em>&lt;br&gt;Minimum Wage/Living Wage&lt;br&gt;“Waging a Living”&lt;br&gt;Study for Test on Unit One&lt;br&gt;Intro to <em>Nickel and Dimed</em> (10/7)&lt;br&gt;Introduction to <em>Nickel and Dimed</em>&lt;br&gt;Reflection&lt;br&gt;Work on Narrative Essay</td>
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<td>6</td>
<td>October 12 and 14th</td>
<td><strong>Film, “Waging a Living”</strong>&lt;br&gt;Minimum Wage&lt;br&gt;<em>Nickel and Dimed</em>&lt;br&gt;Narrative Essay (10/14)&lt;br&gt;Continue Reading <em>Nickel and Dimed</em>, <em>Serving in Florida</em> Section (10/17)&lt;br&gt;Calculating a living wage sheet&lt;br&gt;Venn Diagram</td>
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<td>7</td>
<td>October 17, 19, and 21st</td>
<td><strong>Value of a Degree</strong>&lt;br&gt;Intro to Service Project&lt;br&gt;Goal Setting&lt;br&gt;<em>Nickel and Dimed</em>, Serving in Florida Section (10/17)&lt;br&gt;Read, “You can accomplish a goal, wheel of life sheet”&lt;br&gt;Begin reading <em>Nickel and Dimed</em>, Scrubbing in Maine section (10/26)</td>
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<td>8</td>
<td>October 24, 26, and 28th</td>
<td><strong>Service Project</strong>&lt;br&gt;Gender and Pay Inequality&lt;br&gt;Value of a Degree Assignment (10/24)&lt;br&gt;Service Rankings (10/26)&lt;br&gt;<em>Nickel and Dimed</em>, Scrubbing in Maine section (10/26)&lt;br&gt;Scrubbing in Maine/Gender inequality Connection (10/28)&lt;br&gt;Begin reading <em>Nickel and Dimed</em>, Selling in Minnesota section (10/31)</td>
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<td>9</td>
<td>October 31st and November 1st and 3rd</td>
<td><strong>Race and Pay Inequality</strong>&lt;br&gt;Labor Unions&lt;br&gt;Degree Works/Advising&lt;br&gt;<em>Nickel and Dimed</em>, Selling in Minnesota section (10/31)&lt;br&gt;Nickel and Dimed Reflection (11/1)&lt;br&gt;Finish <em>Nickel and Dimed</em>, Evaluation and Afterward (11/7)</td>
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<td>10</td>
<td>November 7th and 9th</td>
<td><strong>Finish Discussing Nickel and Dimed</strong>&lt;br&gt;Introduce Analytical Essay (11/21)&lt;br&gt;Professionalism&lt;br&gt;<em>Nickel and Dimed</em>, Evaluation and Afterward (11/7)&lt;br&gt;Labor Unions/Nickel and Dimed Reflection (11/7)&lt;br&gt;Work on Analytical Essay</td>
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<td>11</td>
<td>November 14, 16, and 18th</td>
<td><strong>Work/Life Balance</strong>&lt;br&gt;Career Services/Focus 2&lt;br&gt;Work on Analytical Essay (11/21)&lt;br&gt;Work/Life Balance response</td>
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<td>12</td>
<td>November 21 and 23rd</td>
<td><strong>Informational Interviews</strong>&lt;br&gt;Analystical Essay (11/21)</td>
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| Week 13 | **November 28, 30th and December 2nd**  
|         | Informational Interview Classwork (11/28)  
|         | Future of Work  
|         | Final Project and Presentation Discussion  
|         | One Information Interview Completed (11/28)  
|         | Work on Final Project  
| Week 14 | **December 5, 7, and 9th**  
|         | Group meetings on Informational Interviews and Final Projects  
|         | Presentation Work  
|         | All Three Informational Interviews Due (12/5)  
| Week 15 | **December 12, 14, and 16th**  
|         | Presentations  
|         | Review for Final  
|         | Presentations Due (12/5)  
|         | Informational Interview Reflections Due (12/5)  
| Week 16 | **December: TBA**  
|         | Final Exam  
|         |  