

MIDDLESEX COMMUNITY COLLEGE

BEDFORD · MASSACHUSETTS · LOWELL

Strategies for Success COURSE GUIDE

Explorations in Humanities



achievement ★ persistence ★ retention ★ engagement

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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Explorations in the Humanities

Resource Guide for Infusing College Student Success Skills

The catalog description of the course is: This dynamic course will introduce the activities in the humanities: music, art, dance, theater, philosophy, and literature. The course is hands-on, stresses learning by doing and will integrate learning strategies, study skills and information on college resources to help sharpen learning skills that contribute to college success. This course satisfies a Multicultural/Global Awareness Intensive Values requirement.

Explorations in the Humanities has been designed to incorporate the following College Student Success Skills (CSSS) - Critical Thinking, Collaboration, Communication, Organization, and Self Assessment - as a result of a Title III grant. Development of these skills accounts for twenty-five percent of the *Explorations* course. The concept is to lead students to apply these skills as they learn the course content through repeated, scaffolded activities, so that they will develop into more successful college students over all as a result.

This course, along with other *Explorations* courses at Middlesex Community College, was designed to be a college level course for first semester students who are also placed into at least one developmental English or math course. It is to be experiential and to engage students in hands-on activities, but to also help students orient to the expectations of college by infusing the course with CSSS development. The focus of the content is to introduce students to a range of disciplines in the humanities; i.e. art, dance, literature, music, theater, philosophy/religion, but not from the traditional Western or European/US perspective. Instructors of this course are expected to focus on a continent or subcontinent – Asia, India, Africa or South or Central America – and lead students to discover some of the culture and art forms of that region. The reason for this is two fold: 1) this course should not be a “watered down” version of the traditional Introduction to the Humanities course; 2) students delight in learning something wholly new, especially if they are primarily enrolled in developmental courses which they view as repeats of courses they have had throughout their K-12 schooling.

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

This guide includes several resources. First is a grid listing activities for three levels of development of the selected CSSS. Learning happens through repetition and time on task, so the emphasis here is to introduce skills and to provide opportunities to practice and to further develop skills throughout the semester. Next are lesson plans for the activities and samples of handouts listed in alphabetical order. Included as well is a sample syllabus. Finally is a copy of the survey students will be taking online via Survey Monkey at the beginning of the semester and with a complimentary survey to be given at the end.

Grid for Lesson Plans arranged by Skills and Level

(Page numbers are in parenthesis)

CSSS	Stage One	Stage Two	Stage Three
Critical Thinking			
Level 2 – understanding facts & ideas by organizing, comparing, interpreting, giving descriptions and stating main ideas	Response to Reading (50)	Graphic organizers Yoga Review (65) Word Journal (61)	Career Exploration (13)
Level 3 – solving problems by applying, building, choosing, organizing planning, selecting, making use of	Bali Travel Brochure (9) Country Research I (24) Chunking with Legos (15) Big Rocks/Little Rocks (11)	Country Research II(27) Comparison/Contrast essay on two short stories or folk tales (20) Chunking course material (15)	Take home final exam (54) Course Commercial (30) Anticipating exam questions (6) Service Learning (52) Planning an Itinerary (46)
Collaboration			
Community in class	Community survey (18) Think/pair/share (multiple times/semester) Class survey & report (17) People bingo (45) Play dough activity (49)	“Chunking” with Legos (15) Anticipating exam questions (6) Small group discussions (multiple time during semester) Planning Itinerary (46)	Course commercial (30) Country Report II (27)
Student development	Attending College Sponsored Programs (8)	Yoga Review (65)	
Service Learning	Instructions for including Service Learning in the course (52)		
Civic engagement	Field trip to local museum Community survey (18)	Yoga Review (65)	
Communication			
Oral	Community survey (18) Using oral communication ISLO rubric (60)	Country Research II (27) Reintroducing Oral rubric (60) Yoga Review (65)	Course commercial (30) Applying Oral rubric (60) Planning Itinerary (46)

Written	Response to Reading (50) Journals Career Exploration (13)	Compare/contrast of two short stories (20) Word Journal (61)	Take home final exam (54) Planning Itinerary (46) Yoga Review (65)
Quantitative	Bali Travel brochure (budgeting)(9) Calculating current grade using gradebook in BlackBoard	Recalling data on countries studied Planning Itinerary (46)	Compare/contrast data on countries studied
Technology	Using Blackboard Searching travel websites Locating and capturing images online Using word processing for homework assignments Travel brochure (9) Planning Itinerary (46)	Career Exploration (13)	Course Commercial (30)
Information literacy	Obtain library card Word Journal (61)	Database orientation with librarian (36) Career Exploration (13)	Country research I (24) Country research II (27)
Organization			
Time management	Time diary (one day) 2x's Using a Monthly Calendar (57) Big rocks/Little rocks (11)	Study plan Yoga Review (65)	Prepare to meet with an academic advisor (56) Planning an Itinerary (46)
Note taking	KWL (39)	Power point note taking Planning an Itinerary (46) Word Journal (61) Yoga Review (65)	
Test taking	Reading questions Multiple choice prep	Time management	
Study skills	Curve of Forgetting (33) Learning styles inventory (41) Multiple choice prep KWL (39)	"Chunking" with Legos (15) Applying learning styles (41) Graphic organizers	Maps: Using Color (42) Anticipate exam questions (6)
Self Assessment			
Academic goal setting	Understanding Program	Read program sheet (56) Multiple choice exam	Prepare to meet with advisor(56)

	Requirements (55) Word Journal (61)	prep	
Career goal setting	Career Exploration (13)	Compare/contrast job fit (13)	Interview person in career of interest (13)
Self advocacy	Introduction to support services personnel (37) Study via learning styles (41)	Monitoring grades in the course through Gradebook on Blackboard	Prepare to meet with advisor (56)

Lesson Plan

Title: Anticipating Exam Questions

Learning Objectives: Students will be able to do:

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

Core Student Success Skills: Critical Thinking, level 3; Community in Class; Study Skills

Materials: Class notes, paper and pencils/pens

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

Procedure: Begin by asking the class if they can identify any clues they have been given as to what might be asked of them on the upcoming exam? The emphasis here should be on the clues themselves, rather than the content. For instance, what information has been repeated during the course. Repetition usually is a clue to the importance of the information. If information appears in a reading, is discussed in class and then written on the board or mentioned in the discussion summary or a subsequent class, it is usually information that is important to the course.

Next, divide the class into groups of at least three or four. Each group is given the task of writing ten possible exam questions for the upcoming test. Next each group exchanges their questions with those of another group and proceeds to answer together the questions of the other group. When the group finishes answering the questions, they return their answers to the group from which the questions originated which checks their answers for correctness and completeness.

Finally, after all groups have completed this exercise, ask the class if there were questions that both groups had in common. Ask why they think this question appeared on both lists; what had been the clues that this question might be asked on their exam. Also ask if they found this exercise beneficial and why or why not. Suggest that this can be a great exercise for a study group to work through together. At study done at the University of California, Berkeley found that the use of study groups was key to college success among their undergraduates.

Next Steps: Discussion could follow as to how to make use of these anticipated questions. How

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

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

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

Lesson Plan

Title: Attending College Sponsored Programs

Learning Objectives: Students will be able to:

- Connect to the larger campus through shared activities
- Compare and contrast the content of the presentation with the content of the Explorations course

Core Student Success Skills: Student development; Critical Thinking, level 2

Materials: Information on schedule programs at the college (Office of Student Activities, contact person, Rae Perry).

Context within the Course: Students who are connected to the college beyond the classroom are more likely to persist and succeed. By attending a college sponsored event, the class will be exposed to a gathering of other classes and interested students and staff. They will be exposed to a range of activities available on a college campus. Events that focus on cultural expression and the arts or on college success and learning are particularly relevant for this course. But students enjoy the variety that such “field trips” provide. And a connection can almost always be found to the content of the course if only through comparison and contrast.

Procedure: Events at the college are advertized through a variety of means: NewsCaster, fliers, the college calendar on the MCC website and from the Office of Student Activities. The times these activities are offered vary, but if one is scheduled during class time, it provides a great opportunity to expose students to a college wide event. It is very helpful to let the event sponsor know that you are bringing the class. That way seats can be reserved for the group.

It is helpful if students are primed for what you will be asking them to remember about the event. A class discussion can be initiated in the next class session (most events will take up a full class period) or students can be asked to journal about the experience, including ways the event compared or contrasted with course content.

Lesson Plan

Title: Bali Travel Brochure

Learning Objectives: Students will be able to:

- Search travel websites, select flights and accommodations
- Copy and paste images from the internet
- Formulate a budget for a trip
- Highlight key cultural attractions in Bali, Indonesia

Core Student Success Skills: Technology, Quantitative Communication, Critical Thinking, level 3

Materials: Access to the library classroom with computers and printer, assignment handout

Context within the Course: As a way to apply the knowledge of Balinese (or other) culture, students are assigned to create a trip to Bali from Massachusetts for a demographic group of their choice. Students will learn to locate flight and accommodation information as well as images on the internet as a first step to learning to do internet-based research. Discovering the flight time to Bali brings a quantitative reality to the distance literally and figuratively of Bali and other Asian countries from New England. Budget planning also contributes to quantitative communication

Procedure: After learning about the geographic location, climate and cultural richness of Bali (or other country), students are instructed to create a tour complete with a marketing brochure for a group of folks of their choosing. In the library classroom, students are introduced to travel websites such as travelocity.com, orbitz.com, studentuniverse.com, etc. Demonstrate how to search for flights; be sure to point out the total flight time information. Next demonstrate how to search for accommodations. Show them how to locate, copy and paste images using a search engine such as google images. Distribute the handout which explains the required elements of the brochure. Encourage students to choose whatever audience they wish, e.g. the very wealthy, newlyweds, poor struggling students. Remind them to include information about the cultural attractions of Bali that they think would appeal to their chosen audience.

Handout:

Marketing a Tour to Bali

Your assignment is to create a one-page travel brochure promoting a travel tour to Bali. Your one page must include the following:

- A name for the tour (i.e. Fall Foliage Fantasy) and dates
- Indication what sort of folks would enjoy this tour, such as, folks under 30 or Families with young children or Singles or Senior Citizens.
- The flight information: City of departure, departure and return dates/times and the total travel time for the flights in both directions
- Total cost and list of services included, flight, hotel, any included meals, ground transportation
- List and brief descriptions of key attractions to be visited
- Some general information to make Bali seem like a great destination to New Englanders
- Three pictures that illustrate attractions mentioned in the brochure
- Contact information (Name of the tour company, your name, etc.)

Scoring Rubric

A **40** point (“A”) paper will have all eight required components listed above. The material is clearly presented and the conventions of Standard English are followed.

A **35** point (“B”) paper will have one of the required elements listed above missing from the brochure or the quality of the writing is poor.

A **30** point (“C”) paper will have two of the required elements listed above missing from the brochure or the information is presented in a confusing manner.

A **25** point (“D”) paper will have three of the required elements listed above missing from the brochure.

A **20** point (“F”) paper will have four of the required elements listed above missing from the brochure.

A **10** point paper will have five of the required elements listed above missing from the brochure.

A **5** point paper will have six of the required elements listed above missing from the brochure.

Lesson Plan

Title: Big Rocks/Little Rocks

Learning Objectives: Students will be able to:

- Evaluate whether they are devoting enough time to the top priorities in their lives or getting distracted by the less important
- Make better decision regarding their time management

Core Student Success Skills: Time Management; Critical Thinking, level 3

Materials: One clear container, three rocks, sand enough to fill the container, picture of water. (rice can be used to replace sand, but it will absorb the water).

Context within the Course: This exercise is helpful near the beginning of the course, perhaps about three weeks in. By this time students may be struggling with making their course work a priority and may even be beginning to fall behind in their work. This demonstration can be a strong visual image to help them sort out their priorities.

Procedure:

First, have students write down their top three priorities in their lives at the moment.

Next show students the clear container. Tell them that this container represents their life. There is lots of room, and they can choose what to fill it up with. Next, show the sand/rice. These represent some of the many ways in which they spend their time. Ask students for some activities they spend time on. Perhaps ask how they spent their last day off. Pour a little sand into the container each time a student mentions something. Then, show students the three big rocks. Explain that some priorities take a lot more of our time than others if we are going to be successful in that area. Ask the class for suggestions for what some of these important/time consuming activities might be. For each suggestion that fits this criteria, place a rock in the container. Be sure there is enough sand/rice in the container so that all three rocks do not fit. Explain that sometimes we spend too much time on activities that are not really all that important which doesn't leave us enough time for the important. Too much time watching sports on TV, shopping, partying, facebook, etc. may mean that we don't have time to meet our family obligations or complete our college assignments. Remove the rocks and sand and start over. This time place the big rocks in first, next add the sand/rice. The funny thing is, it all fits this way. Now pour in some water to show that there is even room for more. This demonstration is designed to emphasize that when we make time for our most important priorities, there is still time for the other parts of our life. There is still time for watching sports on TV, shopping, partying, facebook, etc. We just need to put first things first.

Now ask how many had their college education as one of the top three priorities. Ask these students why this made it into the top three. For those who did not include college, ask them why not. A story about a student who had changed their priorities to include college works well at this point. Often students are unwilling to lose work hours in order to complete assignments. A story of a student who did so and was successful can be helpful for auditory learners.

Next ask what it takes to be successful in college. Have students make a list in their journals of all the steps they need to take to be successful in college. Suggest that they have to approach “school” differently than they did in high school – all students do. Ask the class to share some of the steps they recorded. Finally have them make a list of some of their sand (little rocks) that get in the way of their big rocks. How can they make their first priorities first? What changes do they need to make.

Optional Activities: Students could at this point be asked to write a letter to themselves giving themselves advice on how to keep their first priorities first. Have them address an envelope, seal it and hand it in to the professor. These could be mailed to the students a week or two after this demonstration. Students could then be asked to evaluate how well they had followed through on the suggestions they had made to themselves.

Lesson Plan

Title: Career Exploration

Learning Objectives: Students will be able to:

- Navigate the MCC career services website
- Interpret the significance of the Holland Code
- Identify careers related to the humanities

Core Student Success Skills: Career Goal Setting; Technology; Critical Thinking, level 2 and 3

Materials: Handout; Use of library classroom

Context within the Course: This exercise can come at any point of the course, but may be most beneficial towards the end as students will have a better idea of the sorts of academic content the humanities cover. It could be a very good idea to complete this activity before the next semester advising period begins as students should be reviewing/reevaluating their academic/career goals prior to choosing classes for the next semester. The Academic Goal Setting activities of Understanding Program Requirements and Reading Program Sheets would be good follow up/next steps activities.

Procedure: Schedule the Library classroom (Alcott Room in Bedford, Kerouac Room in Lowell) so that students can begin this activity during class time in case they have difficulty navigating the website or programs. It would be ideal to invite one of the MCC career counselors to visit the class on this day to give an overview of the services and resources career services provide at MCC. The counselor could introduce the students to FOCUS2 and Vocational Biographies before the students begin work on this assignment. If a counselor is unable to attend this class session, then the professor will demonstrate how to read the Career Services webpage and which links to follow to complete the assignment.

Handout:

Career Exploration 40 Points

Step One: Open the MCC portal and select the "Student Services" tab. Click on "Career Services." In the left column find and click on "Career Explorations." Select Focus2, the new program from career services. First create an account (the access code is MCC). Then select "Work Interest Assessment." When you have completed this online form, you will receive results that tell you your top three work interests. For instance, my profile comes out as Social, Artistic and Investigative. The first letter of each of these three categories together create my Holland Code (which was discussed in our text). Mine is SAI. Write your Holland Code below.

What is your Holland Code (three letters)? _____

Step Two: Click on one of the career titles on the list generated by FOCUS2 that looks interesting to you. Then read the Overview, Skills, Values, Outlook, Earnings, Advancement, Interest Profile and Working Conditions.

Step Three: In one paragraph, summarize what this career entails. In the next paragraph, discuss what you think you would and/or would not like about this career and why.

Step Four: Return to the “Career Exploration” portion of the Career Services Website. This time click on “Vocational Biographies.” You will see that the top banner shows there are seven ways to search this database for career choices. You can use your Holland Code. But for this exercise, choose the “Career Cluster” feature. Click on “Fine Arts and Humanities.” Here you will find a list of careers that are related to the humanities (the subject area of this course). Choose one career from this list that is a surprise to you or you had not thought of before. Read the Vocational Biography for that career.

Step Five: In one paragraph summarize what this career entails. In the next paragraph, discuss what you think you would and/or would not like about this career and why.

Step Six: In a fifth paragraph, evaluate these forms of career exploration. Do you think looking at careers either based on the Holland Code (as in the FOCUS2 materials) or an academic area (as in the Career Cluster feature in Vocational Biographies) could be of help to someone wishing to explore careers? Why or why not? Which of these two approaches do you think would be more helpful and why? What other ways of exploring careers would you recommend that might be even more helpful?

In order to receive full points, all components need to be present, all questions listed must be answered, and paragraphs need to be written in Standard English with appropriate sentence punctuation.

Next Steps: A terrific next step would be to have students interview a person about their chosen career. The class could generate questions based on the categories used by FOCUS2: an overview of the job, skills, values, outlook, earnings, advancement opportunities and working conditions. Or the professor could provide a selection of questions for students to use. The class will need to talk through how to approach someone with the request for an interview, perhaps providing a script. Students may also want to interview someone in their chosen career path but not have contacts. MCC faculty and the career counselors may be able to connect students with candidates for this interview.

Optional Activities:

Several case studies (or one case study for the whole group) which focus on career aspirations of fictitious students are distributed to the class along with program lists and class schedules. Each group of students focuses on one case study “advising” the student on what program to follow and what classes to take in the upcoming semester. Each group reports a summary of their advice to the rest of the class. This would elevate the Critical Thinking to level 3.

Lesson Plan

Title: “Chunking” Activity with Legos

Learning Objectives: Students will be able to:

- Categorize physical objects according to several criteria
- Apply the concept of categorizing informational material as an aid to studying
- Work cooperatively with group members

Core Student Success Skills: Study Skills; Community in Class; Critical Thinking, level 3

Materials: Small bags of Lego building toys containing a variety of shapes, sizes and colors. Other objects could be used instead, such as, a combination of office supplies (clips, tacks, post- its, pencils, pens, felt pens, staples, erasers). This office supply collection lends itself to adding the category of function to the usual color, shape, size that Legos bring. But the students are surprised with the use of Legos and find the activity fun and memorable.

Context within the Course: This activity should come early in the course, well before a major exam. This is a hands-on activity to encourage students to think about and categorize material they have been presented through their reading, lectures or presentations. Often beginning college students do not know how to go about learning information for an exam. They may even look over any notes or readings, but do not know how to engage in learning the material. This activity also demonstrates an approach for combating the “Curve of Forgetting,” so this activity should follow the introduction of the “Curve of Forgetting” concept and handout.

Procedure: Students are divided into groups of two or three. Each group is given a bag of Lego building toys (or other objects) and asked to separate the items into categories; the students must decide what the criteria would be. Usually students choose color or size or shape. Once they finish, the instructor asks what the categories are. Then the student group is asked to categorize the items according to a different set of criteria. Then they are instructed to categorize the Legos according to yet another criteria so that each group uses three different ways to “chunk” the objects. When they finish, they can build something with the Legos while they wait for the rest of the class to finish.

The instructor then makes the connection between categorizing the Legos to categorizing information to be learned for an exam as an approach to studying. The brain remembers material better if each piece of information is connected to something else. The work of categorizing information also forces the student to review and think about the information, to try to bring each piece of information into a context, all of which will aid in learning.

The next step is to ask students what they recall of the information they will be tested on. Write on the board the information recalled. Then ask what might be some categories that information could be organized under. For instance, students could organize the information according to the cultures studied or by art form, finding points of comparison and contrast, or by historical information vs. current practice. The instructor could model then how to list information under the categories. In this way students are reviewing information when they brainstorm and review notes and readings, then thinking about relationships/categories of information, then again when writing items under headings which also

reinforces the learning. Using a different color for each category's items can also be helpful, particularly for visual learners.

Next Steps: As a review for subsequent exams or quizzes, students could be asked "to chunk" the information, either as a class, as individuals, or as groups. This will reinforce the "chunking" approach to studying as well as review the material to be learned.

Lesson Plan

Title: Class Survey and Report

Learning Objectives: Students will be able to:

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

Core Student Success Skills: Community in Class

Materials: Survey form; power point program

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

Procedure: As students arrive on the first day of class, they are handed a copy of the class survey. Students complete the survey while waiting for all students to find the classroom. Once students have finished, the instructor can circulate and start to learn names and introduce students to each other. After collecting the surveys, the instructor can consolidate the data and prepare a power point presentation to use to report back to the class their responses. This sharing of the data can help students to begin to feel their input and interest are valued. In addition, and perhaps most importantly, it helps students identify that they have knowledge and experience with the areas of the humanities that will be discussed in the course.

Handout:

First Day of Class Survey

This is a class in which we will be exploring various art/music forms from other parts of the world and in our own neighborhoods as well as gaining skills to make the college environment easier to navigate.

The following questions will help us get started on that adventure.

1. What is your favorite kind of music/artist/group?
2. What other kinds of music do you like?
3. What is a favorite movie?
4. What is a favorite music video?
5. Do you play an instrument?
6. If yes, which?
7. Do you write stories or poetry?
8. If yes, which?
9. Do you enjoy making art?
10. If yes, which kinds?
11. Do you like making crafts?
12. If yes, which kinds?
13. Do you knit? (I'm trying to learn)
14. Name a children's book you remember liking.
15. What kind of reading do you like?
16. What magazines are you interested in?
17. Do you follow any blogs online?
18. What is your favorite style of dancing?
19. What other kinds of dancing do you enjoy?
20. What is the coolest building you can think of?
21. Are you interested in learning more about religion?
22. What is one religious question you have?
23. What town do you live in?
24. How many years have you lived there?
25. What other countries have you lived in?
26. What other parts of the US have you lived in?
27. How many children are in the family you grew up in?
28. What language(s) is spoken in your home?
29. How many semesters have you been attending MCC?
30. Have you attended any other college?
31. If yes, which?
32. How many hours do you work per week?
33. What kind of work do you do?
34. Does your work schedule ever conflict with your class schedule?
35. If so, how?
36. What do you see is your greatest obstacle to overcome in order to be successful this semester at MCC?

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

Lesson Plan

Title: Comparing Two Short Stories

Learning Objectives: Students will be able to:

- Read and comprehend two stories set in the country/culture being studied
- Identify points of comparison and contrast between the two stories
- Use a graphic organizer to help prepare for the writing of an essay
- Write a basic essay with a clear thesis statement in the introduction, body paragraphs including specific examples and quotes from the story, and an overall conclusion

Core Student Success Skills: Written Communication; Critical Thinking, level 3

Materials: Two short stories written in the context of one of the countries/cultures studied in the course. Assignment handout.

Context within the Course: Many students in Explorations in the Humanities are also enrolled in Basic Writing. This assignment will provide them with a context beyond that course to practice their basic essay writing skills. This assignment will also explore the extent to which readers can learn about another culture through the study of the literature, a major subject area within the humanities. For the Asian focused version of the course, two short stories by Shirley Lim (of Malaysia), “Two Dreams” and “Journey” provide fine points of comparison and contrast as well as exposing students to a range of lifestyles in contemporary Malaysia.

Procedure: Students are provided with copies of the first story. They are instructed to read the story paying close attention to any references to life in Malaysia. This is followed by a small group discussion of what their reactions to the story was, what questions they have, what they noticed about references to life in Malaysia. Next a large group discussion could be led by the instructor working through students’ questions about the story and to generate a list of elements of the story which give a hint about Malaysia culture and lifestyle.

For the next class students are instructed to read the second story with the same assignment: keep track of any references to life in Malaysia. It is also helpful to let the class know that their next project will be to compare and contrast the two stories. This second story focuses on a different stratum of Malaysian society, so added to the small group and large group discussion are questions about these differences. The impact of these two pieces of literature for enhancing the students’ understanding of contemporary and traditional Malaysian culture can be emphasized.

A Venn diagram is then introduced as a means of organizing observations and insights from the two stories. The instructor can draw a large Venn diagram on the board explaining that elements common to both stories should be written in the overlapping portion of the diagram. After a few minutes of working alone or with a partner, the whole class can contribute to the diagram on the board.

Next the essay form should be reviewed. Ask those students enrolled in Basic Writing to help the class with this. Have the class collectively work on possible thesis statements. Instruct students that in literary essays, the author(s) and titles of the stories need to be included in the text of the opening paragraph. Explain how to use quotation marks around direct quotes and the use of MLA style,

parenthetical, in-text documentation, i.e., (“Two Dreams” 4). Review the purpose of the conclusion is to tie together the ideas that have already been discussed in the body of the essay.

The “Standards for Essays” or another grading rubric could be introduced to students and explained. The letter grades could be changed to point values and arranged in a more conventional manner.

Handout:

Comparing Two Short Stories Assignment:

In a well-developed essay which includes an introduction with thesis, body paragraphs and a conclusion, discuss three points of comparison between the two short stories: "Journey" and "Two Dreams" by Shirley Lim. Discuss in the essays three aspects of the stories which are similar and/or different. Standard English grammar, spelling and punctuation are expected.

Standards for Essays

- **"C"** Essay contains:
 - A clear Thesis
 - Actual evidence, examples (The video camera records material). The "what" information
 - Body paragraphs explain ideas suggested by the thesis
 - Few grammar, punctuation or spelling errors, only "proof reading" errors
 - Has a beginning, middle and end

- **"B"** Contains the same as above, **plus**:
 - Less obvious concepts
 - Clearer word choice
 - More details
 - Explanation of the examples that support the thesis. The "how" information
 - Very few grammar, punctuation or spelling errors

- **"A"** Contains the same as above, **plus**:
 - Ideas are original and rich
 - Ideas and explanations are worth considering
 - More sophisticated sentences and word choice
 - Analysis of ideas, explaining why they are significant. The "why" information
 - Virtually error free

- **"D"** Lacks one of the qualities of the C essay, such as:
 - Thesis is unclear
 - Several grammar errors
 - One or more body paragraphs does not match the ideas suggested by the thesis

- Insufficient evidence is present to support and explain the ideas
- “F” Any of the following will result in a failing essay:
 - Does not respond to the assignment *or*
 - Lacks several qualities of the C paper
 - No thesis
 - Multiple grammar errors
 - Lacks an introduction or conclusion
 - One or more paragraphs are unclear or confusing

Next Steps: One way to use the “Standards for Essays” rubric is to attach one to each student’s paper then to use a highlighter to indicate which statements are true about the student’s essay. This helps students see how well they are doing for each criterion.

Optional Activities: Comparing and contrast a European/American folktale with one from the region being studied in the course would work very well in this activity. For instance Lon Po Po (China) can be compared with the Brothers Grimm story of Little Red Riding Hood.

Lesson Plan

Title: Country/Region Research I

Learning Objectives: Students will be able to:

Demonstrate library research skills

Demonstrate online research skills that produce authoritative, relevant information

Answer some of their own questions regarding the country or region and its culture

Demonstrate synthesis skills

Core Student Success Skills: Critical Thinking level 3; Information Literacy

Materials: The handout below. Use of the library classroom (Alcott Room in Bedford; Kerouac Room in Lowell) and assistance of a member of the library staff.

Context within the Course: Invite a librarian to give the students an orientation to the library's databases. As a follow up to the database orientation with a librarian, this assignment allows students to apply the information from that session by discovering the answers to some of their questions about a culture or art form. They have previously participated in a class brainstorming activity on this culture, listing what they already know about this country/region. Then they write in their journals ten questions they have about this culture. They are also far enough along in the course to have some idea of the sorts of things they can learn about a culture different from their own. This assignment is also designed to help students learn that they can access information directly and that they will be expected to complete research assignments. Students have found this assignment empowering.

Procedure: Following the librarian's informational portion of a class visit to the library classroom, students are instructed to choose three of their questions to find answers to. They are required to use at least one book, one database article, and one website. The librarian can show students how to locate helpful books as well as orient them to one database. Direct students to avoid Wikipedia or other .com sites; instead, introduce them to government and educational sites that will be authoritative and relevant. They can use the remainder of the class time to find sources. Encourage collaboration. The librarian and instructor can both function as resources to the students during the class session. But sure each student is secure in finding the needed information before the close of class. Students are directed to bring two copies of their typed assignments. One is to be handed into the instructor; the other is to be used in class for students to share in small groups. After each group member has shared, each group will then choose three interesting things that were learned about this culture or art form to share with the whole class. These three things can be written on large white paper and posted or written on the chalk/white board.

Handout: Vietnam Research Assignment

40 point assignment

Intended Outcomes: Students will demonstrate library research skills

Students will find answers to some of their questions regarding Vietnam

Students will demonstrate synthesis skills

Assignment: choose three of your questions about Vietnam from your journal exercise. Locate library books, databases or appropriate internet resources that provide answers to your questions. Bring to class a summary of the information you discover that answers your questions (see **Product** explanation below).

Product: Bring to class **two copies** of a typed document which, for each of your three questions, includes the following:

- the question in bold type,
- follow the question with a summary of the information from your resource(s) written in your own words (no plagiarizing) in paragraph format, and finally
- list the information on each source of information used (see specifics below)

For books, include the author’s or editor’s name(s), the title of the book, publisher and date of publication.

For databases: include the author’s name, the title of the article, the original publication, date of publication and the name of the database

For internet sites: (Wikipedia and .com sites are **not** allowed) include author’s name if available, title of webpage, name of sponsoring institution (such as CIA or Department of State), date of publication

If this material is not typed and written in complete sentences, it will not be accepted.

Next Steps: A discussion can take place about which sources of information were most authoritative and relevant and why.

The posted information can serve as the basis for a “chunking” exercise. Students can be asked how they might categorize (“chunk”) the information they have gather about this county/region. They can be asked to take notes using these categories.

The class can discuss which information they still wish they knew about this culture/art form.

Additional Activities: Have students obtain a library card while they are in the library working on their research. This can be completed in about two minutes at the circulation desk and consists of a sticker placed onto their student ID card.

Lesson Plan

Title: Country/Region Report II

Learning Objectives: Students will be able to:

- Use books, appropriate websites, and database articles to research a topic
- Organize the information for a presentation
- Create a handout or power point presentation summarizing the pertinent information
- Stand in front of the class with their partner and speak (although it may be poorly) using notes

Core Student Success Skills: Information Literacy; Oral Communication; Critical Thinking, level 3; Community in Class

Materials: Use of the library classroom (Alcott Room in Bedford; Kerouac Room in Lowell); Handout (below)

Context within the Course: This activity can be introduced as a second exercise in library research and as a second level of oral presentations. These are skills that require repetition to be developed. In addition, some students will venture into power point as a part of this assignment. This activity should follow a brainstorming session or journal assignment in which students identify what they already know about the country, or other topic of this assignment. Again, this is helping students to open their memory “file” on this area, so that they can better add to that knowledge. This also helps with metacognition as students will better be able to identify that they are learning content and what avenues of learning are helpful to them.

Procedure: Meet with the class at the library, using the classroom if possible. Divide students into groups of two or three, and assign each group a topic to research. They must use three types of resources to learn about this topic: a book, a website, a database article. They have used at least two of these types for their Country/Region Research I, but some review may well be in order. Students may need help in locating any of these types of resources, so it will be important to circulate around the library to check on the groups’ progress. The full class session is devoted to researching, locating sources. During the next class session, groups will meet to decide on what information to present to the class and the design of their handout/power point. Groups may need help staying on task or in negotiating through this decision making process. The final class session is for the group presentations. See Next Step for use of the Institutional Learning Outcomes Oral Presentation Rubric.

Handout:

China Research Assignment

Overview: As groups of two or three, you will be given an element of Chinese culture to research. Each group is being given a different element, and it will be your group's job to teach the class about this element. To do this, you will prepare a handout and/or a power point presentation for the class. You have two class sessions to discuss together what the class should learn about this element. Today's class time will be devoted to research. The next class session will be devoted to preparing your class lesson. This project is worth 40 points. And this is practice for a larger project that will be worth 200 points.

Objectives: Students will be able to:

- Complete research on an area of Chinese culture using a variety of resources: books, reliable websites, and databases
- Evaluate the important features to be communicated to their classmates
- Organize this material into a handout or power point presentation
- Speak to the class about the important features of this element of culture

Assignment: For this 40 point assignment, as a group you will:

- Gather information regarding the element of culture you have been assigned.
- Use **three types** of information: books, reliable websites, and databases
- Present copies of a one-page handout or a power point presentation to the class. If power point is used, a copy must be emailed or presented on disc to your instructor.
- **Include** a list of sources used
- Present your material to the class. (All group members will speak)

Scoring Rubric

40 points: The product will include a well-organized and clearly-presented one-page, typed handout or a copy of a power point presentation that will provide students with several points of information regarding the cultural element assigned to the group. Three types of resources will be used and a list of sources used will be provided for the students and the instructor. **For books,** include the author's or editor's name(s), the title of the book, publisher and date of publication. **For databases:** include the author's name, the title of the article, the original publication, and date of publication. **For internet sites:** (*Wikipedia and .com sites are not allowed*) include author's name if available, title of webpage, name of sponsoring institution (such as CIA or Department of State), date of publication, if given. Each member of the group speaks.

30 points: One element of the 40 point product will be missing. For example: only two types of resources are used, or information on the sources is incomplete, or the handout/power point is not well-organized or information on the cultural element is insufficient.

20 points: Two elements of the 40 point product will be missing.

10 points: Three elements of the 40 point product will be missing.

0 points: Four or more elements of the 40 point product will be missing.

Next Steps: As shown above, the evaluation of this assignment does not include oral presentation skills. However, this is an excellent time to reintroduce the Institutional Student Learning Outcomes rubric for Oral Communication. This should be done *after* all students have completed their presentation. Remind students they have seen this document before (if the Community Survey or other report was given earlier in the semester). Also remind them that this rubric represents the level of skill (level 3) that the college expects students to reach by the time they are ready to graduate. If using a college skills text, now would be a good time to assign the chapter that covers oral communication skills, or information from online could be given as a reading assignment (a link could be embedded in Blackboard). Inform the class that for their next presentation they will be evaluated on oral presentation skills, but that they will be reading about this and that you will be coaching them in this skill.

Optional Activities: Students could be given a quiz on the material presented by their classmates. In preparation for this quiz, study techniques could be reviewed. A journal assignment might be given to have students write about the most interesting information given by one of their classmates and why.

Lesson Plan

Title: Course Commercial

Learning Objectives: Students will be able to:

- Create a Power Point presentation
- Collaborate with a partner to produce a quality product
- Demonstrate level 2 oral communication skills (using the MCC ISLO oral communication rubric)

Core Student Success Skills: Critical Thinking, level 3; Community in Class; Oral Communication; Technology

Materials: Use of the library classroom (Alcott Room in Bedford; Kerouac Room in Lowell); access to power point; handout; evaluation forms; notes from class

Context within the Course: This is a final class presentation so should be presented in the last class sessions. Working with a partner, students will create a “commercial” to sell the course to their peers. Through this process they will work collaboratively with a partner, review the course content and activities, develop their skills for creating power point materials, and apply their oral communication skills.

Procedure: In the class session before the students begin this assignment, have them brainstorm all the things they have learned in this class. Next have them brainstorm all the activities the class has participated in. This exercise will help them get to work on their commercial quickly, but will also help them to do the Take Home Final Exam if used.

Reserve the library classroom for two class sessions so that they can have access to computers during class time. On the first day, divide students into groups and supply them with the handout. Ask students who have questions about power point to join you at your computer for an orientation. Usually there are enough students in the class who are experienced that they students help each other. Continue to be available for assistance and circulate to be sure students are working well together. On the first day, encourage students to decide on the content of their slides first, then work on slide design. Also be sure all members of the group take a hand in creating at least one slide. On the second day, remind students that they need to print out one slide (which they can do in the computer classroom) and supply a copy of their script. Encourage them to practice their portion of the presentation out loud and repeatedly. Remind them that they need to keep their slides to five or fewer points and to not read off the slides during their presentation. They need to expand on the information on the slides when presenting their commercial.

On the first day of presentations, collect the copy of one slide and script from each group and give them time to fill out the evaluation forms. After each group has presented, be sure students are given a round of applause. Students seem to have a great time expressing themselves through these presentations and they serve as a review of course content.

Handout:

Explorations Commercial

200 points

The object of this assignment is the production of a seven slide (minimum) PowerPoint presentation that is designed to be a commercial for this course. This commercial needs to include an introduction to the content and style of this course. You will receive instruction in basic PowerPoint and time in the library to work on this assignment with a partner. Part of your grade will be an evaluation by your team members of your participation and contribution to the project. You will also evaluate your own contribution to this project. You will be creating a single slide, and an accompanying script to be presented to your instructor. You will need a blank CD or jump drive to store your presentation, and I also suggest emailing the presentation to yourself.

Required components:

1. The title and course number of this course and the instructor's name
2. Comments on how the course is run such as the kinds of activities, assignments, atmosphere, interaction, etc.
3. An overview of the humanities content
4. More in depth information on one culture
5. Focus on one activity
6. An overview of the student success skills covered in the course
7. Highlight one skill
8. Conclusion
9. Pictures as well as text are required
10. Color slides and transitions are required

These components may be presented in any order or fashion.

Your team will turn in a single slide (printed out) for 15 points with the accompanying script of what will be said in class for 15 points.

If a team member is absent one of the days we're working on this project, points will be taken off the final score for each absence. Any team members not pulling their weight can be fired from their team.

We will view the presentations on Dec 8 and 10, and they are worth 200 points. Each of the required components is worth 10 points, the quality of the oral presentation is worth 35 points, the group rating is worth 35 points (see scoring rubric for group on back of this handout), and the printed out slide and script is worth 30 points.

Use one of these forms to evaluate each of your group members. The scores will be averaged. Complete one for yourself which I will evaluate for accuracy.

Name of group member _____

0= Major Difficulty, 2= Needs Improvement, 3= OK, 4= Very Good, 5= Excellent

1. The team member participated in all team meetings. _____
2. Member listened well to others on the team. _____
3. Member contributed ideas to the team _____
4. Member completed one or more slides _____
5. Member practiced cooperative skills _____
6. Member was able to accept/give criticism _____
7. Member developed trust with other members _____

Total Score _____

Optional Activities: A more extensive self evaluation could include how they would rate their level of effort on this assignment and how they would rate themselves according to the Oral Communication Rubric.

Lesson Plan

Title: Curve of Forgetting

Learning Objectives: Students will be able to:

- Identify a better pattern of studying
- Apply learning theory to the mastery of course material

Core Student Success Skills: Study Skills

Materials: Handout

Context within the Course: This information should be given to students early in the course. It demonstrates a basic principle of learning – that repetition is required for retention. Thus, after a presentation of course content, the Curve of Forgetting can be introduced and students asked to “do” something with the content information in the next twenty-four hours, week, etc. The Curve of Forgetting should be referred to often in the course (after all, repetition is required for retention.)

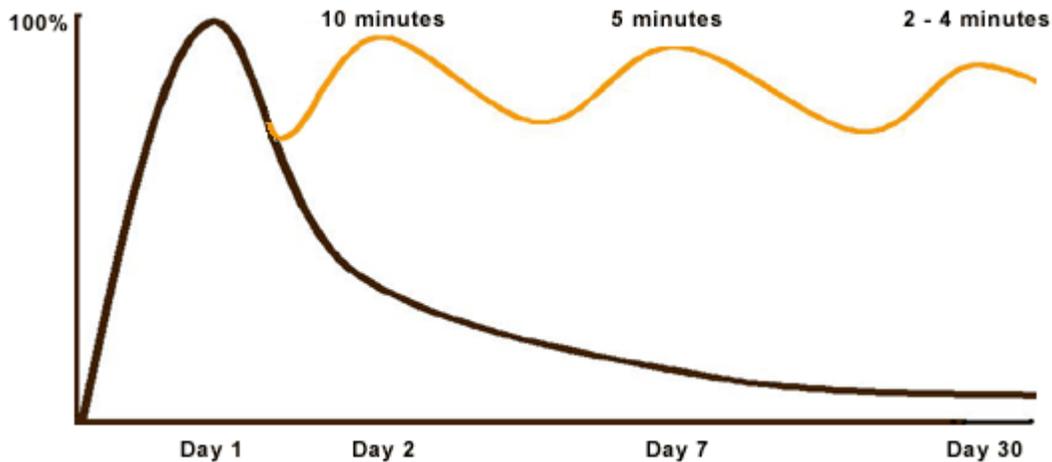
Procedure: One way to introduce the Curve of Forgetting is to first give students of quiz on information that was presented in class, immediately following a presentation or the at the following class session. Then ask student what helped them to remember information and why they think they did not remember other information. Ask them if they think they would remember this information a week later, a month later, two months later. What would they do if the information was required for a mid-term exam in eight weeks? When would they start studying for such an exam? This discussion could be started by having students first journal answers to these questions, share with a partner, then have a whole class discussion. Then present the handout on the Curve of Forgetting. Emphasize the amount of time given to review on a given day, the length of time between receiving the information and reviewing. Draw the curves on the board for added emphasis. Then assign students an activity that will cause them to review and recall the content information that will be due the next class session. This could be a new quiz which would be completed at home or with a partner.

Throughout the remaining weeks of the semester, continue to refer to ways to avoid the curve of forgetting. In the first half of the semester, this may include directed activities; but as the semester progresses, students should be expected to continue these activities on their own.

Handout:

Curve of Forgetting

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lecture.



On Day 1, at the beginning of the lecture, you go in knowing nothing, or 0%, (where the curve starts at the baseline). At the end of the lecture you know 100% of what you know, however well you know it (where the curve rises to its highest point).

By Day 2, if you have done nothing with the information you learned in that lecture, didn't think about it again, read it again, etc. you will have lost 50%-80% of what you learned. Our brains are constantly recording information on a temporary basis: scraps of conversation heard on the sidewalk, what the person in front of you is wearing. Because the information isn't necessary, and it doesn't come up again, our brains dump it all off, along with what was learned in the lecture that you actually do want to hold on to!

By Day 7, we remember even less, and by Day 30, we retain about 2%-3% of the original hour! This nicely coincides with midterm exams, and may account for feeling as if you've never seen this before in your life when you're studying for exams - you may need to actually re-learn it from scratch.

You can change the shape of the curve! Reprocessing the same chunk of information sends a big signal to your brain to hold onto that data. When the same thing is repeated, your brain says, "Oh - there it is again, I better keep that." When you are exposed to the same information repeatedly, it takes less and less time to "activate" the information in your long term memory and it becomes easier for you to retrieve the information when you need it.

Here's the formula and the case for making time to review material: Within 24 hours of getting the information - spend 10 minutes reviewing and you will raise the curve almost to 100% again. A week later (Day 7), it only takes 5 minutes to "reactivate" the same material, and again raise the curve. By Day 30, your brain will only need 2-4 minutes to give you the feedback, "Yes, I know that..."

Often students feel they can't possibly make time for a review session every day in their schedules - they have trouble keeping up as it is. However, this review is an excellent

investment of time. If you don't review, you will need to spend 40-50 minutes re-learning each hour of material later - do you have that kind of time? Cramming rarely stores information in your long term memory successfully [sic], which makes it harder to access the material for assignments during the term and exam preparation.

Depending on the course load, the general recommendation is to spend half an hour or so every weekday, and 1.5 to 2 hours every weekend in review activity. Perhaps you only have time to review 4 or 5 days of the week, and the curve stays at about the mid range. That's OK, it's a lot better than the 2%-3% you would have retained if you hadn't reviewed at all.

Many students are amazed at the difference reviewing regularly makes in how much they understand and how well they understand and retain material. It's worth experimenting for a couple weeks, just to see what difference it makes to you!



Counselling Services
Needles Hall Room 2080
University of Waterloo
200 University Avenue West
Waterloo, Ontario, Canada N2L 3G1

Lesson Plan

Title: Database Orientation with Librarian

Learning Objectives: Students will be able to:

- Ask relevant questions of the library staff
- Access at least one MCC library subscription database
- Determine appropriate search terms
- Retrieve authoritative articles with relevant information via a database

Core Student Success Skills: Information Literacy; Critical Thinking, level 2

Materials: Use of the library classroom (Alcott Room in Bedford; Kerouac Room in Lowell). Librarian will have handout on accessing database.

Context within the Course: In the early part of the course, information about the cultures and art forms being studied are supplied by the instructor. But it is important for students to learn that they can access authoritative, relevant information on these subjects themselves. Most have never accessed a library subscription database and view research as “googling” a topic and picking something from the first five hits. For college level research their resources for materials need to be expanded, so they need to be introduced to and practice using these library resources. In the next assignment, students will be asked to discover information about the cultural art form on their own using at least one database article. Before the database instruction session, brainstorm during a class session what they want to find out about the culture or art form that will next be studied. Then ask each student to make a list of five things from the group brainstorm that are of most interest.

Procedure: Consult with a member of the library staff regarding the way in which you will be asking students to use a database in your course. The staff person will tailor their presentation to suit your needs. It will be most helpful if students are introduced to one database only. Begin by “googling” a topic that students might be researching. Illustrate the range of quality and the large quantity. Then ask the librarian to show them a faster way to find authoritative, relevant information through a library database. If, for instance, the assignment will be to learn about a Vietnamese art form, the librarian will suggest which database and what search terms might be helpful. Ask the librarian to provide a handout with instructions for accessing the database. Have the librarian leave time for students to access and use the database during class time so that the instructor and librarian can help trouble shoot any roadblocks the students experience.

Handout: Provided by the library staff member.

Next Steps: Students are directed to find information that will answer three of their questions using at least one book, one database article and one website. See Country Research I for details.

Optional Activities: Have students obtain a library card while they are in the library working on their research. This can be completed in about two minutes at the circulation desk and consists of a sticker placed onto their student ID card.

Lesson Plan

Title: Introduction of Support Services Personnel

Learning Objectives: Students will be able to:
Identify support services offered by the college
Discover where these services can be obtained

Core Student Success Skills: Self-Advocacy; Academic Goal Setting; Career Goal Setting

Materials: Instructor makes appointments with support personnel to visit the class to describe the services of his or her program. Included in this presentation should be a handout describing the services, hours of availability, location and name of contact person(s). These should be provided by the personnel visiting the class.

Context within the Course: In order for students to use services that could lead to their academic and personal success, they need to be made aware of them and understand how they can be accessed and their benefits. If students meet a person who delivers a service, they may be more likely to make use of the service. Students who are new to college have much to learn about how the institution works. They need to be acculturated to the college culture and the need to monitor their own progress and seek help when they need it.

Procedure: A number of class visits can be scheduled through out the semester, including but not limited to: Personal Counseling, Tutoring Services, Disabled Student Services, Career Services, Academic Advising, Student Affairs, Financial Aid, Transfer Advising, Service Learning. These offices can be contacted via email which includes the following:

- Request that a representatives of that service make a class visit to introduce students to the service
- Include specific date(s), time, location for the class visit
- Ask for an informational handout to leave with students
- Specify the amount of time to be allotted for the visit (10-50 minutes)
- Explain where this visit fits into the content of the course
- Request an interactive activity that could be a part of the presentation

Before the scheduled visit, confirm with the identified representative as to the date, time, place and content of the presentation as well as the number of students currently in the class.

Handout: Provided by the presenter

Next Steps: Create a scavenger hunt for students to visit the offices, or simply assign points for proof of a visit. This will guarantee that students can find and acquaint themselves with these offices to increase the likelihood of their availing themselves of the services.

Optional Activities: A visit to The Writing Center to work with a writing tutor could be a required element of a writing assignment.

Lesson Plan

Title: KWL

Learning Objectives: Students will be able to:

- Access prior knowledge
- Start a reading assignment with anticipatory questions
- Monitor their learning

Core Student Success Skills: Notetaking; Study skills

Materials: Paper or journal and pencil

Context within the Course: This approach to a reading assignment can be introduced before any reading assignment in the course. It can also be used at the beginning of any content segment of the course. This exercise builds on the learning principles that retention is easier if the learner has accessed their previous knowledge before adding new information to their memory. The brain is more likely to retain information that is related to knowledge that is already stored. KWL also uses the concept that if we are actively looking for information, the brain will be more actively engaged in the learning. And finally KWL helps students to take meaningful notes on what they are learning.

Procedure: KWL stands for: what you **K**now, what you **W**ant to learn, what you have **L**earned. Begin by drawing three columns on the board labeled K, W, L.

Ask students to pull out paper or use their class journal; then instruct them to write down everything they know about the topic of their reading assignment or course content to be introduced. For instance, ask students everything they know about the country/region or art form/religion they will next be studying. When students have finished, ask students what they wrote and fill in the **K** column with comments from the class. This is a good time to explain to students that the brain remembers new information better if it is linked to previous knowledge; that by accessing their previous knowledge – opening the file in their brain on that subject – they are preparing their brain to do a better job of what they need it to do – to remember the material to be read or lectured on. Most students discover that while at first they may have thought they knew nothing on the subject, while they go through this process with the class, they recall some information after all.

Next, move on to the **W** column. Explain to the class that the brain will pay more attention to the information if it has been set up to look for certain information. So ask the class what questions they have about the topic. What would they like to learn? What do they anticipate they will hear about? Fill in the **W** column with their questions/comments. Encourage them to write down at least three of these questions in their own W columns.

Finally, explain that the **L** column is for them to record what they learn from their reading/class lecture/presentation. This is a great way for students to get the most out of the time they spend reading. Reinforce the idea that if they are going to spend time reading class assignments, they may as well make that time count. This exercise may take a couple of minutes to complete before they begin reading, but it will pay off as they will be more likely to stay focused while they are reading (their mind will wander less), and they are more likely to recall what they have read. If they make note of what they

learned from the reading, the writing will help reinforce the learning from the reading (repetition leads to learning); plus they will have some notes they can use for review purposes later on, so the information will get reinforced again.

Next Steps: Repeat the whole class exercise of creating KWL columns on the board for other reading assignments or class presentation of information in order for students to have repeated experiences with this technique. If they can “feel” the difference this approach makes, they are more likely to use it on their own.

Lesson Plan

Title: Learning Styles Inventory

Learning Objectives: Students will be able to:

- Identify their predominant learning styles
- Employ study techniques that suit their learning styles

Core Student Success Skills: Study Skills; Self Advocacy

Materials: Access to the Internet or paper versions of a Learning Styles Inventory available from Jo Mucci of Student Support Services

Context within the Course: If students discover methods of studying that suit their learning style, they are more likely to be successful. This material can be introduced at any point, but it will need to be subsequently reinforced.

Procedure: Instruct students to access the VARK website: <<http://www.vark-learn.com/english/index.asp>>. Click on “Questionnaire” and proceed to take the online questionnaire. At the end of the questionnaire, students will receive results that will inform them of the modality(ies) through which they most easily learn. Then should then proceed to the “Using VARK” section of the website and click on their learning styles. Have students print out the pages that suggest strategies that will help them learn.

In class, divide students into groups based on their learning styles and ask them to discuss if any of the strategies make sense to them. Next give them some information and ask them to “translate” that information into a form that would suit their learning style. To the Read/Write group, give them a graph; they should translate that information into words. For the Visual group, give them a paragraph which includes data and ask them to create a chart. For the Kinesthetic group, give them some information and ask them to write a case study about a person who experienced this information: what would that person see, hear, feel, do? The Aural group should be given a paragraph of information. Have one group member read to the others; then have the others speak about what they remember of the information.

After the exercise, a quiz could be given on the information. Then have students discuss if they think the exercise in their groups helped them prepare for the quiz. Students should be informed that they have no control over how a course is taught. (Though when they ask their friends, classmates and advisors for recommendations for teachers, they should always ask how that instructor runs the class in order to find the best match possible.) But they do have control how they handle information that is presented in that class. It is their job to discover techniques that will help them master the material they need in order to succeed in the class and to remember important information for their careers.

Next Steps: The use of learning style appropriate study techniques should be alluded to in all review situations. Students need to be reminded of the suggestions for “Intake” “Study without Tears” and “Output” suggested by the VARK website. Continue to ask students to share any success they have had with using any of these techniques.

Lesson Plan

Title: Maps: Using Color as a Learning Aid

Learning Objectives: Students will be able to:

- Correctly label the countries/regions covered by the course material
- Incorporate color as a part of a study strategy

Core Student Success Skills: Study Skills

Materials: Outline, but otherwise blank, maps of the countries/regions covered in the course material (which can be found on the internet); colored pencils

Context within the Course: Students are usually unfamiliar with the geographic locations of countries outside North America or perhaps Europe. But geography is foundational to the development of cultural art forms. Climate influences architecture. Natural elements influence the materials incorporated into cultural artifacts. The level of isolation of a region affects the development of its culture. Proximity to other cultures and movements of people groups can bring in new cultural influences and religions. The study of the humanities often includes the study of influences. Therefore, some basic geographic knowledge is vital to the study of the humanities. Plus Explorations in the Humanities fulfills one Multicultural/Global Awareness Intensive Value for MCC students, so it makes good sense that students would learn where in the world the cultures they are studying originated or developed. But with little geographic background, learning the locations of countries and regions can be challenging for students. This activity is designed to help students learn the basic geography and experience the benefits of adding color to their study techniques. It could be practiced throughout the course, but may have greater impact if it is introduced later, after students have struggled with developing the map skills on their own.

Procedure: At the beginning the course, students can be provided with a labeled map of the region to be studied in the course. This could be included in the syllabus. But at some point students should be given a non-labeled map which only shows the outline of the counties/regions with the instructions that they will be required to label the maps themselves on an exam. Students may do very poorly in this exam. In evaluating the result, ask students how they prepared for the map portion of the exam.

This is a good time to introduce the use of color as an aid to retention of information. The brain takes in only so much information at a time through a single modality (sight, sound, touch). But when a second modality is introduced, the brain can take in and retain twice as much information. So by combining two or more modalities at one time, students can get twice as much “mileage” from time spent on reviewing information. One way to do this is to recite your notes out loud as you study. Another is to write key words using large looping letters (kinesthetic learning). Color is processed in the brain as an additional modality, so when differentiating color is applied to material, the brain can sort and store the information more effectively. Students will have the opportunity to try this by coloring a blank map. Distribute clean copies of unlabeled, outline maps as well as colored pencils. Three pencils per student is fine, or students can trade colors. Walk students through the region using a classroom map or one projected from the internet. Be sure students are clear on the location on their blank map and instruct them to label and color in the country/region in question. Proceed through all portions of the map that

reflect the geography of the region covered so far in the course. Different colors should be used for different countries/regions, at least any adjacent areas should be in contrasting colors.

The act of coloring employs muscle action which will aid in learning. The contrasting colors will help the brain sort, differentiate the areas and recall the labels. Students will have spent “time on task” which is also required for learning. They will have been activity engaged in acquiring knowledge of the geographic relationships between the countries/regions. All of these elements will contribute to more successful recall.

Handout: Unlabeled, outline maps

Optional Activities: Each time a new country/region is introduced in the course, the maps could be brought out, pencils distributed; and students can color in and label the additional location. This would continue to reinforce the previous geographic learning while employing good study strategy for adding to that knowledge.

Lesson Plan**Title:** People Bingo**Learning Objectives:** Students will be able to:

- Develop relationship with classmates

Core Student Success Skills: Community in class**Materials:** “Bingo” card**Context within the Course:** As a first or second day activity, this is a first step to help students begin to get to know each other and speak with each other.**Procedure:** Bring copies of the “bingo card” and distribute to each student. Students stand and circulate around the room looking for classmates that meet the criteria for boxes on the card. When a match is found, the student’s name is written in the square. When a row of square are filled, the student can shout “Bingo.” Students can then be instructed to try to complete a “blackout” in which every square is filled. Prizes can be awarded or not. Winning students can be asked to introduce the students who helped him/her win by proving to be a match to the category.

Handout:

B	I	N	G	O
Someone who graduated from high school the same year you did.	Someone who speaks more than one language	Someone who likes country music	Someone who is in their first semester at MCC	Someone who likes Chinese food
Someone who has lived in another country	Someone who was born in Massachusetts	Someone who has been to a museum	Someone who loves to dance	Someone who has been in a play
Someone who likes to sing	Someone who wants to move to a different state	Someone who wants to be a teacher	Someone who has traveled to another country	Someone who regularly attends religious ceremonies
Someone who likes to draw	Someone who has lived in a town you have lived in	Someone who wants to transfer after attending MCC	Someone who likes to work with clay	Someone who speaks more than two languages
Someone who has been inside the MCC library	Someone who would like to travel to another country	Someone who graduated from high school the same year as you	Someone who plays a musical instrument	Someone who likes hip hop music

Lesson Plan

Title: Planning an Itinerary To Travel for a Month in India

Learning Objectives: Students will be able to compose a detailed daily itinerary for a month-long, budgeted trip to India. Students will take notes on points and places of cultural interest that are discussed and viewed throughout the semester, eventually gathering them into a detailed itinerary of at least ten cities in India. Students will also include descriptions of *why* they are choosing to travel to these specific cities. Students will have to plan carefully while considering their budget.

Core Student Success Skills: Critical Thinking; Community in Class; Written Communication; Oral Communication; Quantitative; Technology; Time Management; Note-taking

Materials: Students need access to a computer and the internet for travel research, a printer, a sample itinerary for one city visit to serve as a demonstration for students, library access for travel books and internet research, assignment sheet.

Context within the Course: Students will plan their trips independently and share ideas in groups. They will research specific festivals, destinations, art pieces, or architectural marvels in India to experience, ultimately composing an itinerary detailing everything from distance between cities, local restaurants and attractions, local weather, accommodations, and other traveling expenses. Students will be using travel books from the Library and travel websites to seek out information on their chosen cities. This assignment will allow students to begin to grasp India geographically. It will also encourage students to learn how to manage a budget, manage their time, stay organized, plan ahead, and complete extensive internet research.

Procedure:

Throughout the semester, we read selections from our text on Indian Art, and we also watch segments of PBS's *The Story of India*. Following each reading or viewing, students write down ideas, pieces, places, buildings, etc., that they would like to see in person. These choices are discussed in class and students compare ideas in groups or as a class, to see if any match up. This list slowly begins to shape their itinerary.

Checkpoints throughout the semester are incredibly important, and therefore, should be included as a portion of the final grade for this project. Students will first compose a list of at least eight destinations they want to visit. This list is due about mid-semester, but is merely tentative. Students must also include why they chose each site, and what intrigued them about each choice.

Handout:

For this Final Research project, you will design a month-long itinerary that details a trip to India. You will research and include eight destinations, intended experiences, your specific ideas (why you are going here or there and for how long), culturally significant events that will be taking place in each destination you chose, specific sacred places in India, specific art and architecture you wish to see, and of course, accommodations and expenses. As the class progresses, keep an informal list of places, art, architecture, cities, and other destinations that intrigue you, and that you wish to return to. For example, if Buddhism is particularly interesting to you, you would certainly not miss the Mahabodhi Temple, where it is believed the young prince Siddhartha attained enlightenment. Perhaps you would take a meditation course, then

view sculptures and temples of Buddhist Art throughout India. Alternatively, if you are an aspiring yogi, you would certainly not travel to India without visiting an ashram, and perhaps practicing yoga in the birthplace of Ashtanga Yoga, Mysore, India. You will include the descriptions of restaurants, hotels (well, most likely hostels!), nightlife, festivals, train schedules, expenses for each city or town that you visit. Background information on each destination is crucial.

You are to choose eight cities, and include one to two pages on each. Within these pages, you should include intended activities, accommodation information, historical and modern background on the city, what you are going to see or experience there, why you chose the city, etc. Please see the sample itinerary.

Who will you bring along? Perhaps you will travel solo, seeking your experiences alone or with other adventure-seeking travelers like yourself that you meet along the way. Be sure to include a one page **Introduction** on the background of your trip: who you are bringing, what is the theme of your trip? Where exactly will you be going and why? What drew you there specifically? What are you bringing along? Will you check luggage or use a backpack? What will the weather be like during the specific time of year you are travelling?

When composing an itinerary, it is essential to plan each destination into three ways: accommodations, activities, and travel distance/time. Typically, travelers wake up early, have breakfast, travel and sightsee for most of the day, then return to their hostels in the late afternoon to rest before heading out for dinner and some night sightseeing. For example, when you wake up at the Hotel Rak International (Rs 300 per night) in Dehli the morning after a long flight, where will you go next? Is Dehli too overwhelming, or do you like the frenzy of this international city? Perhaps you stay in Delhi for a few days, or perhaps you will take a bus (how much does it cost in Rs and dollars, and at what time does it leave?) north to the smaller Hardiwar (via Dehra Dun, of course, since no buses or trains run directly to Hardiwar from Delhi) as you begin your three-day trek toward the Himalayas. In Hardiwar, you may take a class on Ayurvedic medicine (at what school or with what guru?), then spend the night camping in Rajaji National Park (do you need reservations?) after a sunset camel ride in the foothills (how much does it cost?). While in Hardiwar, you will certainly want to take in the sights, so what exactly is there to see? Where will you stay?

Aside from note-taking in class as we study Indian Art and culture, be sure to note specific places, festivals, and architectural marvels that are mentioned in the epic PBS video, *The Story of India*. Food and music differs greatly throughout India, so be sure to include some specifics on what kind of each you are seeking. Consult websites for travelers, travel magazines, books, and the travel section in newspapers. Where are the more touristic spots? Try to make your trip as exciting, diverse, and realistic as possible. Who knows? It may come in quite handy for you in the future!

Some more formal guidelines: You must include at least eight destinations in India. You will have a budget of \$2000, including airfare from Boston to India. Be sure to include real flights, prices, time of year, etc. All travel plans derived from outside sources must be cited. Be sure to include specific dates, perhaps you want to travel longer and more cheaply, and don't mind the rain of monsoon season. Alternatively, if you wish to attend the Elephant Races in Thrissur, you would have to travel in late February.

You may take side trips to bordering countries, (such as China, Tibet, Nepal, Sri Lanka, etc.) but try to stay in India for the most part. If you are planning to travel to outside countries, be sure to do some research first. It is unwise to travel to a country that is considered unsafe because of political warfare. However, If you are visiting the Indira Gandhi Wildlife Sanctuary in South India, it seems silly not to trek

over to Sri Lanka and perhaps explore, sightsee, or simply sit on the beach (how will you get there, and what will you see there, what beach will you go to?).

This is an incredibly detailed project. Therefore, we will be completing it in parts. We will begin working on it mid-semester, slowly composing and editing it until the final due date.

Deadlines:

- Tentative list of your eight destinations and why you chose them: _____
- Specific activities within four of the eight cities, sourced from travel guides, magazines, etc : _____
- Flight information, prices, dates: _____
- Hostel/hotel information for the four travel destinations (names, pricing, description, length of stay): _____
- Rough Drafts of Introductions due: _____
- Rough Drafts of Itinerary due: _____
- Completed Final Drafts: _____

Next Steps: Once completed, students will present their trip to the class during the last two weeks of the semester. Their presentations will detail their destinations to the class using a map of India. Students will also explain how and why they chose each destination.

Optional Activities: Students could also research images of their specific destinations (art pieces, architecture, festivals, etc.) and include these images to enrich their project.

Lesson Plan

Title: Play Dough

Learning Objectives: Students will be able to:

- Collaborate with classmates to establish a common theme and execute their design

Core Student Success Skills: Community in Class; Oral Communication

Materials: Play dough in various colors

Context within the Course: This is a community building activity that allows students to begin to feel comfortable talking together. Many students talk more comfortably when they are doing something with their hands. And small groups work best when there is a shared task. This activity should help students to “break the ice” with one another so should be included early in the course.

Procedure: The instructor places a small handful of play dough on each student’s desk being sure to randomly assign colors of dough throughout the room. Next, instruct students to sit next to students who have the same color play dough theirs. Be sure students introduce themselves to each other, telling them there will be a test on their group members’ names. Then explain to the class that they will be making items out of the play dough, but the idea is that each group decides on a theme for their group of items. They can combine their dough together to make one large piece, or make individual pieces that go together in some way. They need to talk together to make their decision, and everyone needs to be working with the dough. After all groups have completed their creations, have each group “show and tell” their items.

Students very much enjoy the playful activity of working with the childhood favorite, play dough. The conversation flows easily and students become more comfortable with each other in this low risk activity. In a class that is exploring the humanities, working with an art form early in the course helps overcome uncertainty about exploring and attempting various art forms.

Lesson Plan

Title: Response to Reading

Learning Objectives: Students will be able to:

- Identify significant content from the chapters of the textbooks
- Document direct quotes
- Reflect on their own current behavior by connecting content to their lives
- Plan new success behaviors
- Present their work in appropriate format and in a timely manner

Core Student Success Skills: Critical thinking, level 2; Written Communication; Time Management; Academic Goal Setting.

Materials: Students need their textbook or other assigned readings and access to word processing equipment.

Context within the Course: The completion and understanding of assigned reading is an essential practice for successful students. The approach can be adapted to all manner of reading assignments. In the case where the reading pertains to the development of college success skills, this assignment contributes to knowledge of the focused skills. In order to increase comprehension and retention of reading material, students need to interact with and personalize the text. In order to practice good time management, late assignments should not be accepted. This is a low stakes assignment that is repeated throughout the course, so students can be held accountable for following the directions and due date.

Procedure: For each assigned reading, students are asked to identify three points made in the text that impressed them in some way. They may agree/disagree, be surprised or amazed, find relevant or irrelevant the material, but they must choose three points they wish to discuss.

For each point, they must complete three tasks:

- name the point,
- type a quotation from the text using quotation marks and parenthetical page number properly
- discuss in a paragraph what they found significant about this point from the reading.
- The entire assignment must be typed and handed in on time to be accepted.

Most students at the beginning of the semester find it difficulty to complete this assignment completely and on time. However, as this approach is repeated throughout the semester, students become increasingly successful in following the directions and completing the assignment on time.

Handout: The directions can be listed in the schedule of assignments, such as: “Read Chapter 9, pages 160-179. Choose three ideas that impressed you. Name each idea; list a quote from the text for each; and in a paragraph, express why each idea impressed you. Bring this typed. It will not be accepted if it is not typed or handed in on time.”

Next Steps: For small group discussion of the reading assignment, students could be grouped according to which ideas or points struck them. The small group could discuss the point and prepare to present this idea to the class by listing key points of their discussion on large paper or the classroom white/black boards.

Lesson Plan

Title: Service Learning

Learning Objectives: Students will be able to:

- Responsibly participate in a service to the community
- Identify the learning this experience has provided

Core Student Success Skills: Service Learning; Critical Thinking, level 3; Time Management

Materials: Contact Cynthia Lynch or Sheri Denk (service learning coordinators) for the Service Learning Faculty Handbook if needed.

Context within the Course: Service Learning requires the students to participate in a community service site 40 hours per semester. This can be designed to be a required component of the course or as an option. In the Optional approach, students who participate in service learning will have other assignment(s) waived. The faculty decide what sort of reporting on the experience student are required to submit. They may be asked to make an oral report to the class about their experience, submit a journal of their experience or other written form of reflection and analysis. The strength of service learning is that students experience applications for what they are learning in the classroom. Research supports the contention that students become more motivated and engaged in their classroom learning as a result of their experiences in the community.

Procedure: Cynthia Lynch and Sheri Denk coordinate service learning at MCC. Their job is to locate service sites, enroll students in the program and monitor their participation. They will work with faculty on developing ideas for the kinds of service site that would be connected to the content of the course. In the case of Explorations in the Humanities, these might include students volunteering with museums, the National Park, theaters, or schools, anywhere that the arts are a major focus. The best way to start would be explore the service learning portion of the MCC website, especially the faculty section. The address is www.middlesex.mass.edu/ServiceLearning/FacultyOverview.htm . Then contact Cynthia or Sheri who are very happy to help faculty explore the inclusion of service learning into their courses.

Handout: Design a handout which includes your expectations for a product students would produce as a reflection and evaluation of their service learning experience. Include a focus on the student's experience with any particular art form and career opportunities.

Lesson Plan

Title: Take Home Exam

Learning Objectives: Students will be able to:

- Apply metacognition to their learning experiences during the semester
- Write a 4-5 page paper following specific guidelines, explaining activities in the course which were beneficial and why

Core Student Success Skills: Critical Thinking, level 3; Written Communication

Materials: Assignment handout

Context within the Course: The group Course Commercial serves as a first step in this process. In preparation for creating the power point commercial, the class will review the experiences in the course. But the take home final is to serve as a self-reflective culminating activity. Students are asked to review what activities they have engaged in that have lead them to learn, both in terms of content regarding the culture of the countries studied as well as the Core Student Success Skills. By reflecting and identifying successful learning experience, students will retain more knowledge and gain more knowledge of how they best learn (metacognition).

Procedure: If the class has not prepared the Course Commercial power point, begin by brainstorming about all the activities the class has engaged in during the course of the semester. These can be listed on the board or groups can brainstorm on big paper. Next ask students what they have specifically learned. Next explain the concept of metacognition and the educational value of reflective practice. This will give a greater context for the final exam and explain that the activity will have benefits to the students. The handout can then be distributed and explained. This document can be turned in on the day of the scheduled final exam. A final opportunity to correctly identify the countries studied on a map of the region is the additional component of the exam.

Handout:

Take Home Exam Explorations in the Humanities

This exam is an exercise in **metacognition** which is the process of learning about your own learning. By the time we are adults, it is very rare that we learn something that is brand new, that we know absolutely nothing about. Most learning that takes place is either *additional knowledge* – new information about a topic that we already know something about – or *different knowledge* – information that is different from what we thought we knew before. For this exam, choose **four items** that you learned this semester in Explorations in the Humanities. Discuss these items in the following manner.

- 1) Name the thing you learned
- 2) Identify if this was *additional knowledge* or *different knowledge*
- 3) Describe what you knew before about this item
- 4) Explain what is additional or different about the knowledge you now hold
- 5) Explain what contributed to your learning of this item. (What happened in class, in your reading, in your review, what assignment, what conversation etc., caused you to think about and learn this item.)

The discussion of each item needs to be three paragraphs in length. The first paragraph can cover numbers 1-3 above, then a paragraph for number 4, and finally a paragraph on number 5. Work to make these paragraphs clear by including details and specific examples in each paragraph. Use Standard English spelling, punctuation and grammar. Use the Writing Center and eTutoring to help you create a document that is written in a professional and academic manner.

The discussion of each item is worth 25 points. So, together these are worth 100 points. The additional 20 points for the final can be earned by correctly and accurately identifying the five countries we've studied on a blank map on the day you turn in your take home final. I will only be in our classroom for fifteen minutes, so be sure you are present and have time to complete the map before I leave. **No late papers will be accepted without prior arrangement.**

Lesson Plan

Title: Understanding Program Requirements

Learning Objectives: Students will be able to:

Find program sheets via MiddleNet

Extrapolate information from the Program Sheet

Identify courses they are taking and how those course fulfill program requirements

Explain key advising terms: prerequisites, intensive values, humanities elective, etc.

Core Student Success Skills: Academic Goal Setting; Critical Thinking, level 1

Materials: Copies of the list of all programs offered at the college found via MiddleNet. Click on “MiddleNet” from the MCC home page or portal. Click on “Course Descriptions/Major Requirements”. Click on “Major Requirements”. Click on Major Requirement Sheets for the most recent year. Print the list of majors (about three pages). Once students have chosen programs, print the first page of one program for each student.

Context within the Course: A couple of weeks before the advising period, students can begin to prepare for their meeting with their academic advisor. While students do go through an orientation session when they first enroll at the college, most find they do not understand how the course requirements work nor are they fluent in the advising vocabulary. By taking the time to explain the information on a program sheet, students are far better prepared to manage their own program. It is important that students understand their own responsibility to understand the requirements for their program and for monitoring their own progress. Advisors can make mistakes. Also if students are considering a change in major at any point, by consulting the program sheets they can make a better decision if they understand the ways requirements are met. Including this activity before the class schedules are published will help students look to the next semester with more knowledge and confidence. It can also be good to schedule a visit of an academic advisor after this lesson.

Procedure:

Day One:

- Distribute the list of majors to the class.
- Ask each student to select one program they would like to look at. This may be a current declared major or one they think looks interesting. Most students are not aware of the wide range of programs available at the college, so give students some time to read through the list.
- Instructor prints the first page of each program requested from MiddleNet

Day Two:

- Distribute to the students the program sheet they requested.
- Start with pointing out that Explorations in the Humanities fulfills a Humanities Elective (helping students find that on their program sheet and instructing them to check it off) and a Multicultural/Global Awareness Intensive Value (again helping students to find the Intensive Values column and instructing them to check it off).

- Explain that Intensive Values are graduation requirements that can be met through a whole list of courses. One of the advantages of the Explorations course is that it fulfills two requirements at the same time, an Intensive Value and a required type of elective. Emphasize the advantage of finding other courses that will fulfill more than one requirement when they meet with their advisor.
- Explain that Basic Writing and Algebra I & II do not meet graduation requirements but that they are prerequisites for courses that are required for graduation (such as Composition I ENG 101). Students may be shocked and dismayed as they may not have understood this before. Remind them that these courses with numbers below 100 are helping them to gain the skills they need to perform well in their other classes and will aid them in their success. It is also good to reinforce the need to pass those classes this semester so that they continue on to more college credit classes.
- Be sure students understand all portions of the program sheet.

Handout: List of programs at MCC as well as individual program sheets requested by students.

Next Steps:

- Schedule a class visit from an academic advisor or transfer advisor.
- When the advising period begins, announce to the class the dates for academic advising. Instruct them to visit Enrollment Services if they have forgotten the name of their advisor or have misplaced the letter that was sent to them with that information.
- During the advising period continue to encourage students to sign up for an advising appointment in order to secure the courses and the schedule they require.

Optional Activities:

- Students could be required to locate the program sheets on their own, print out and bring same to class. This would require a visit to the library computer room (Alcott Room in Bedford, Kerouac Room in Lowell) so that students could be walked through the process. This approach would have the advantage that students could look at several programs before making their decision on which one to print.
- A brief orientation to the course schedule could also be given. Distribute schedules to the class. Choose a course (i.e. ENG 101 Composition I). Have the class find the course, the course description, the prerequisites, the Intensive Values/Electives it does/does not fulfill, the days/times/locations/professors available.
- Award points for proof of completion of an advising appointment. (Students are given a copy of their proposed schedule from their advisor and/or can print out their class schedule once they have signed up for classes via MiddleNet.)

Lesson Plan

Title: Using a Monthly Calendar

Learning Objectives: Students will be able to:

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

Core Student Success Skills: Time Management

Materials: Four blank monthly calendar pages. These can be found on the internet, on some work processing programs and usually in the college student notebook distributed on the first day of the fall semester. Student will also need their course syllabi from all their courses.

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

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

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

Procedure: Distribute blank calendar pages to each student in class. Those who already have a calendar that they use may certainly use their own. Some students will have phones or laptops that include a calendar system which would be even better as these systems may include reminders.

Ask students to consult their course syllabus to write in the date and time of their final exam. Many students are unaware that the final schedule is probably different than their regular class schedule. Sometimes, too, families plan vacations that conflict with the finals schedule, so getting the date and time on their calendar may circumvent some of the end of semester scheduling difficulties. They should then write in the finals for their other courses. This schedule can be found on the MCC website.

Move next, to any project/exam due dates that have already been given to students for this course and others. Not all faculty include a list of due dates for the semester, but students should record any that they have been given.

Some students have set or relatively consistent work schedules or home responsibilities. These should be added as well. Then ask students when would be good study times for them. How much time do they anticipate spending on homework: reading, reviewing, outlining notes, completing projects, writing papers, studying for exams. The CCSSE data shows that the majority of full time MCC students spend

five or fewer hours per week on homework for all their courses. We want to disabuse students of the idea that this is sufficient time to spend on coursework. Encourage them to block out projected study time. If there is an exam on their calendar, encourage them to note “review for exam” beginning three days before the exam.

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

These calendars could be collected and points could be assignment before returning them to students.

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

Lesson Plan

Title: Using Oral Communication Institutional Student Learning Outcomes Rubric

Learning Objectives: Students will be able to:

- Show improved oral communication skill

Core Student Success Skills: Oral Communication

Materials: Institutional Student Learning Outcomes Oral Communication Rubric

Context within the Course: The idea is to introduce the rubric early in the course, reintroduce it later in the course and give additional instruction, then use the rubric to evaluate an oral presentation at the end of the course. This repetition allows students to develop an understanding of what is expected of them, of what behaviors they can develop and a growing comfort with the idea of giving presentations. Using the rubric also gives instructors confidence that they have appropriate expectations for their students.

Procedure: Early in the course, students should be given an assignment (such as the Community Survey) for which they each speak informally to the class. After all students have reported, hand out the MCC Institutional Learning Outcomes Oral Communication Rubric. Explain that MCC expects students to learn to give oral presentations while they are students at the college. The rubric level 3 represents what level of skill the college expects them to develop by the time they are ready to graduate. This first report to the class is the first of several opportunities they will have to work on these skills, but the purpose here is just to introduce the rubric and the idea that this is considered an important skill to be working on in college. Communicate to the students that there will be more instruction and practice through out the semester and that they were not graded on presentation skills on this assignment. Later in the course the rubric can be reintroduced and more fully addressed.

Later in the course, perhaps after the midpoint, students should be given an assignment that requires a more formal presentation to the class (See Country Research II). This is an excellent time to reintroduce the Institutional Student Learning Outcomes rubric for Oral Communication. This should be done *after* all students have completed their presentation. Remind students they have seen this document before (if the Community Survey or other report was given earlier in the semester). Also remind them that this rubric represents the level of skill (level 3) that the college expects students to reach by the time they are ready to graduate. If using a college skills text, now would be a good time to assign the chapter that covers oral communication skills, or information from online could be given as a reading assignment (a link could be embedded in Blackboard). Inform the class that for their next presentation they will be evaluated on oral presentation skills, but that they will be reading about this and that you will be coaching them in this skill.

Before the next presentation (such as the Course Commercial), use class time to review the rubric and principles of good oral presentations from their reading assignment. If the students will be producing power point shows as a part of their assignment, include information on these types of presentations as well (such as not reading off the slides but to keep eyes on the audience). Emphasize the need to carefully prepare notes and to practice their presentation out loud and repeatedly. Use criteria from the oral communication rubric as a part of the scoring for the presentation and feedback to students.

Handout:

MCC Oral Communication Institutional Student Learning Outcome Rubric

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

Lesson Plan

Title: Word Journal

Learning Objectives: Students will be able to research words in a collegiate dictionary, read and translate dictionary entries, and identify key abbreviations within entries of a collegiate dictionary. Students will become familiarized with using an online dictionary such as the OED, understanding etymology and its relation to the development of language and words, and record entries in an organized word journal.

Core Student Success Skills: Critical Thinking; Written Communication; Technology; Information Literacy; Note Taking; Academic Goal Setting.

Materials: A brief handout on etymology, a blue books to serve as a word journal issued the first day of class, access to internet databases through the Boston Public Library to access the OED, a college dictionary (as required by the course).

Context within the Course: Keeping a word journal is an effective way for students to learn the invaluable practice of researching unfamiliar and unknown words in a collegiate dictionary. Looking up words increases students' working lexicon, improves written and oral communication skills, and increases reading comprehension. Students learn about guide words, spelling, pronunciation, parts of speech and usage, modern definition verses obsolete definition, synonyms, and finally, etymology and derivation. Many of the readings assigned in Indian Humanities involve ancient texts, sophisticated philosophical vocabulary, and words from other languages, many of which students are not often yet familiar with. Therefore, identifying, recording, and researching the meaning and etymology (or derivation) of these words promotes their ability to understand word meanings and encourages recognition when they encounter these words, or those similar, in the future. Students are encouraged to include words from their other classes in their word journals (I also give them credit for these words), and are required to record 10-15 words per week. This activity also encourages students to read with a pen, a dictionary, and with their word journal at hand.

Procedure: On the first day of class, a questionnaire is issued for students to fill out in class, after which they are to discuss their individual answers in groups. It is a composed of a few thought-provoking questions:

How important is your education to you, and why?

Why do you think learning to write well is considered essential within a college education?

Reading is also a central part of a college education, is reading important, why or why not?

Why read at all?

Why look up definitions of words that you do recognize?

This last question is a great transition into discussions on the value of Word Journal. The questions are designed in a way so as to not produce formulaic answers.

As outlined in the syllabus:

“On the first day of class, I will issue you a blue book to serve as your Word Journal. Throughout the semester, I will write unfamiliar words on the board that we will research together, define, discuss the etymology of, and list as numbered entries in your Word Journal. Additionally, you are responsible for researching words that you come across in the readings assigned for this class, in your own personal reading, and your readings in other classes. I will randomly check these three times throughout the semester to see that you are working on them. You should be averaging 10-15 words per week and by the end of the semester, 150 words will be the minimum for full credit. Increasing your vocabulary is an easy way to expand your working lexicon and increase your communicative ability in both writing and speech. Looking up words in a collegiate dictionary is an invaluable tool to improve comprehension and understanding throughout your college experience.”

Students are required to bring their Word Journals to class each week with them. This way, they can record words from in-class readings, discussions, films, etc. Oftentimes in class, a word is mentioned that students are unfamiliar with, so the class looks up this word together (and go over the entire entry, etymology, etc.). Students are free to use these words discovered in class as one of their weekly 10-15 entries.

Handout:

et·y·mol·o·gy \jē\ n, **pl –gies** [ME *ethimologie*, fr. L *ethmologia*, fr. Gk, fr. *etymon* + *-logia*-logy] (14c) 1: the history of a linguistic form (as a word) shown by tracing its development since its earliest occurrence in the language where it is found, by tracing its transmission from one language to another, by analyzing it into its component parts, by identifying its cognates in other languages, or by tracing it and its cognates to a common ancestral form in an ancestral language 2: a branch of linguistic concerned with etymologies—**et·y·mo·log·i·cal** \ne-ˈlä-ji-k-el *adj*

1. What is a “cognate”? Where language did the word “cognate” originate from?
2. What does “*fr. Gk*” mean?
3. What does “*etymon*” mean?
4. What does “*logia*” mean?
5. How do the meanings of these morphemes relate to the modern definition of “etymology”?
6. What does *obs* stand for? What does it mean exactly?

Next Steps: Throughout the semester, I often ask students if they have found any interesting or intriguing derivations of words that they have researched. We often theorize as a class as to why certain words have changed the way that they have.

Optional Activities: Another extension of this activity is to have students research a specific word in the OED. Students would choose a word relevant to the class, and analyze the derivation of the word, such as where it came from, when it first appeared and where, how it changed throughout time, and how it connects to other words in English. Because MCC does not yet have a subscription to the OED online, students can attain a free online library card from the Boston Public Library, granting them access to the OED and other online academic journals for free. The process is slightly complicated, so it is best to consult a librarian, or go over the BPL application process together as a class in the library or one of the computer labs.

Another idea might be to require that students use words that they look up in context within their weekly reading responses or other writing assignments. They could be easily recognized by instructors if students underline them electronically in their papers.

Another idea is to have a worksheet for students to work on in class in groups. Each question would feature a dictionary abbreviation or symbol, and students would have to use their collegiate dictionaries in pairs or in groups to find the abbreviation in the dictionary key, and also an actual entry from the dictionary in which this symbol or abbreviation is featured.

Lesson Plan

Title: Write a Review of a Yoga Class for MCC Newspaper

Learning Objectives: Students will use internet research skills to find schedules for local yoga studios and community classes. Students will arrange to attend a yoga class on their own time. Students will learn how to write for a college audience by composing a narrative review using dialogue and voice. Students will experience writing as a process through peer editing and revision.

Core Student Success Skills: Critical Thinking; Student Development; Civic Engagement; Written Communication; Oral Communication; Technology, Time Management; Note Taking.

Materials: Assignment Sheet, Computer access to conduct research. Students will need transportation to a studio and class fees if they cannot find a free class.

Context within the Course: This essay is best assigned after students have begun discussing the philosophy of yoga and The Yoga Sutras, and have some familiarity with yoga's place and influence in Indian culture. Once students have some background information on what yoga really is, and some familiarity with Sanskrit words and phrases associated with yoga, they are far less intimidated to attend a class on their own.

Procedure: Students are to write a 3-5 page narrative essay on their experience attending a yoga class for a school newspaper. Their audience is other college students who may or may not have yet taken Explorations in Humanities, and therefore may be unacquainted with yoga. Students are instructed to consider voice (for example, college students like humor, therefore, trying to connect with the audience in a comical way is key). Students are required to interview either their yoga instructor or other practitioners and to incorporate this interview into their paper as dialogue. Introducing students to voice, dialogue, and interviewing skills is a great way to prepare students for the rigors of College Composition. Examples of reviews from other college newspapers (movies, restaurants, music, etc.) are distributed and analyzed as a class so that students can observe what is necessary to feature in a successful review: background information, dates, times, location, price, their impression of the experience, opinions, and other details.

On the day that Rough Drafts are due, students are instructed to bring in three copies of their paper. Students are put into groups of three and instructed to workshop their papers together. In this workshop, students read their own paper aloud to their group (so as to highlight their voice and tone) and then the listeners answer a series of peer-editing questions (a checklist) that is issued as a handout. In this particular type of workshop, groups of three students appears more effective than asking students to work in pairs (they are often afraid to honestly critique one another). Once students have comments from both of their peers, they submit a draft to the instructor, and it is later returned to the student with comments. Thus, when students actually sit down to revise their drafts, they have three sets of comments to consider and incorporate (one from the instructor, and two from their peers in the workshop). Students are required to attach their Rough Drafts when submitting their Final Drafts, so that revision and the incorporation of comments can be easily reviewed by the instructor.

Handout:

Essay 2: A Review

For Essay #2, you will need to attend a local yoga class and compose a 3-5 page narrative essay on your experience using vivid description, dialogue, voice, and humor as a way of appealing to your audience. Your audience is the college community: students at MCC who may or may not have attended this class, and therefore may or may not have any knowledge of yoga itself. Therefore, be sure to include all relevant information for students who may not yet have attended or experienced yoga. Also, students will need to know all the details to either attend a class, or skip it altogether. Such details include: what studio you went to, where the studio is located, who your yoga instructor was, how much the class cost, what school of yoga the studio affiliates itself with/ what styles of yoga they teach, how your readers to find our further information such as schedules and background info (a website is key). Look closely at other similar reviews that we examine in class to see what kind of information writers include for their audience.

Voice is important here, you want to sound approachable, accessible, trustworthy, and real. Considering your **audience** is also important. Who exactly is your audience? Consider the gender, age, and the interests of your audience when writing. For example, yoga can tend to be a bit expensive for the devoted practitioner, therefore, how can yoga be more affordable to college students? What would you have liked to know beforehand? What should readers bring with them if they decide to go to a yoga class? Readers read reviews to know what they are in for. Should they skip the experience altogether, or absolutely not miss it? **Dialogue** is also key to interesting narrative essays; therefore, you must include some kind of dialogue. Be sure to bring a pen and notebook to have on hand when you interview the yoga instructor after class or even other practitioners. Then, incorporate the dialogue creatively into your narrative.

Once you have your interview and your notes on the experience itself, do some internet research on the particular school of yoga that your studio practices. There are many styles and schools, therefore, you will need to convey this to your audience and explain what particular style your studio associates itself with, and why this style is distinguished from others. All sources must be authored, credible, and cited properly according to MLA standards of citation.

Remember, these reviews are intended for publication in the school newspaper (or magazine), so be careful to consider what would be appealing, appropriate, and more importantly, interesting to other college students.

Search out community classes. These are classes that are either free or have a suggested donation amount. Most yoga studios have one or more community classes per week or month, and others even offer a free class for first time students. It's always a great idea to call for details.

Rough Drafts due _____ Be sure to bring three copies of your paper to workshop in class.

Final Drafts (with Rough Drafts attached) due _____

Next Steps: On the day that the Final Drafts are to be submitted, students are invited to participate in a class discussion on their experiences. Students informally report on many of the questions that were to be answered within the review: what studio they found, where it was, who they interviewed, what style/school of yoga, etc. This is often an incredibly exciting discussion to sit in on. Students are encouraged to talk to each other, more than merely reporting to and looking at the instructor. Students are passionate about sharing these new experiences, and it is beneficial and educational for students to see the differences in schools, studios, classes, yoga teaching styles, etc. They share their experience

with asanas (positions or poses), meditation, breathing, relaxation, and the humor that such a novel experience can bring.

After students attend a yoga class and have meditated at least one, a certified yoga teacher, is invited to come and speak to the class. Often instructors lead the class in a guided meditation, discuss yoga, and answer student questions about the practice. Instructors may find that emailing local yoga studios in the towns around the college is a great way to find a teacher to come and speak. Instructors may contact the Humanities Dean about potential funding for teachers.

Also, instructors may want to require students to attend a Writing Center tutoring session for this essay.

Optional Activities:

One more advanced idea is to have students attend two yoga classes throughout the semester and compare and contrast the classes/studios/styles/schools of yoga.

In addition, Americanized Yoga (as in, Americans equating yoga with physical exercise and losing weight) is a great topic to begin a discussion on the East's influence on the West, and the Westernization of Eastern Philosophies and traditions.

APPENDIX

Explorations in the Humanities

With Ellen Nichols

MWF: 12:30-1:20

Office hours: MWF 11:30-12:30; TR

8:00-9:00am

Email: nicholse@middlesex.mass.edu

This dynamic course will introduce the activities in the humanities: music, art, dance, theater, philosophy, and literature. The course is hands-on, stresses learning by doing and will integrate learning strategies, study skills and information on college resources to help sharpen learning skills that contribute to college success. This course satisfies a Multicultural/Global Awareness Intensive Values requirement.

Schedule

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

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

Items on the class schedule that are starred () [or maybe putting them in italics would be better] were designed to support student learning in these areas.*

- Sept. 9** Syllabus, slides and *class survey
- 11 Syllabus quiz; Intro to text; *Class survey results; *Community survey
- 14 ***Community Survey due (40 points);** *Introducing oral communication rubric
- 16 *People Bingo; Introduction to Bali: Balinese art, dance, daily offerings to local deities. *Curve of Forgetting
- 18 Read Chapter 2 (Time Management) pgs. 17-38 in the text. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. *Play dough; *Monthly Calendar
- 21 Read Obama selection. **Personal Counseling*. Time management II; *Big Rock/Little Rock
- 23 Music of Bali; Create a Gamelon
- 25 Read Chapter 3 (How We Learn – Learning Styles) pgs. 41-61. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. *Learning Styles Inventory due. *Applying learning styles. **Disability Support*

- 28 Quiz on Bali. Plan a trip to Bali. Meet in library.
- 30 ***Travel brochure due (40 points)**; Review for quiz
- Oct. 2** Read Chapter 6 (Reading Strategies), pgs. 107-124. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. (10 points) *KWL; Introduction to Malaysia
- 5 Quiz on Malaysia; BVAPS. Assign short story
- 7 What elements of the story are specific to Malaysian culture? How does having some background help you with connecting to or understanding the story? In what ways is this a story that could be set anywhere? What are three things that helped you to understand the main character? Assign second story.
- 9 ***Comparison/Contrast of stories due (40 points)**; Discuss second story. What cultural elements are similar?
- 12 Columbus Day – No classes
- 14 Read Chapter 7 (Learning to Study), pgs. 128-143. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. *KWL; Japan Handout. **Academic Advising*
- 21 Quiz on handout. **Academic Support*
- 23 CCLA
- 26 Introduction to Summi-e art
- 28 **Summi-e Art Project – in class (40 points)**
- 30 Read Chapter 8 (Taking Exams), pgs. 145-166. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea

impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. *Multiple Choice Tricks, *Legos and Chunking

Nov. 2 Prep for midterm; *Anticipating Exam Questions; *Chunking course material

4 **Midterm exam (200 points)**

6 Read Chapter 10 (Research), pgs. 191-210. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. *KWL; *Learn map using color

9 Introduction to Vietnam & research- meet in library; *Obtain library card, *Database orientation with librarian.

11 Veteran's Day – No Class

13 ***Country Research I (40 points)** (Last day to withdraw from class – but don't even think about it)

16 Read Chapter 14 (Staying Healthy), pgs. 277-305. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. *Understanding Program Requirements; *Read Program Sheet; *Prepare to meet with advisor.

18 Research project on China – meet in library

20 CCLA Work on China presentation (*Country Research II)

23 ***Country Research II due (40 points)**; *Reintroducing oral communication rubric

25 Read Chapter 9 (Writing & Speaking) pgs. 169-189. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed.

27 Thanksgiving Holiday – no class

30 Read Chapter 11 (Majors & Careers), pgs. 213-238. *Choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. Assign China House Essay; Lon Po Po – *Folk tale comparison

Dec. 2 Come with three questions for the Career Center representative that you have about exploring careers. What are three steps you can take to explore possible careers? Meet in library. * *Career Counseling*

4 ***Career Exploration due (40 points)**

7 Read one chapter from the text that has not yet assigned. *Identify the chapter then choose three ideas that impressed you. Name each idea, list a quote from the text for each, and express why each idea impressed you. Bring this typed to turn in. This will not be accepted if it is not typed. Preparation *Course Commercial – in library

9 Preparing *Course Commercial – in library

11 CCLA

14 **Presentations;** *Applying oral communication rubric

16 Review for *final exam and map quiz; *Learning map using color

Take-home exam and in-class map quiz due:

This schedule is subject to change, so be sure to check with your classmates for any changes in assignments or due dates in the event you must miss class. In addition, journal assignments will be made, some to be completed in class and others to be completed outside of class. No late journal assignments will be accepted without arrangements, so again, if you miss class, be sure to find out if there is any journal assignment due the next class.

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

Attendance: Your performance in this course is dependent on your attendance in class where we discuss the readings, practice college success skills, hear presentations and lectures, and complete hands-on assignments. Students who miss more than two successive class sessions or a total exceeding six class hours are unlikely to achieve a passing score. This class, while fascinating and life changing, will not help you to make progress towards your academic and/or career goals unless it is completed. Also, some assignments are completed in class and late assignments are not accepted without prior arrangement. You will be considered late if you are not in the room when I get to your name in the roll call. If you are more than ten minutes late, you will be considered absent.

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

Email expectations: My email address is: nicholse@middlesex.mass.edu. I am usually able to respond within 24 hours, but I do get A LOT of email. So to ensure that your email receives a timely response, put **Explorations** in the subject line of the email. If you are unsure how to complete an assignment or need an extension, be sure to email me as soon as possible so that I can be of assistance. However, I should not be expected to repeat the content of a missed class in an email. All 40 point assignments are posted on this website, so check there first if you need a copy. Journal assignments are given in class, so check with a classmate if you missed the assignment. Remember that no late papers, assignments, journals or homework are accepted

Exams: In order to practice various study skills and test taking strategies, there will be a variety of exams in the course: quizzes, a closed book mid-term exam and a take home final.

40 Point Assignments: There are seven, 40 point assignments in the course. The due dates are listed on the syllabus. You will be given an assignment sheet including the scoring rubric in class. This information will also be posted on the class Blackboard site. Together these assignments will be worth up to 280 points or the equivalence of almost three letter grades in the course.

How To Be Successful in this Class

In each course you need to figure out as quickly as possible what it takes to be a good a student in that class. I expect my students to assume half of the responsibility for the quality of our class; those who don't adjust to this expectation rarely do well. The bullet points below explain what it takes to do well in this section of Explorations in the Humanities.

- **Attend class.** Your performance in this course is dependent on your attendance in class where we discuss and practice the application of concepts that will be utilized on exams, the writing assignments both in content and form, and completion of in-class projects.
- **Turn in *all* assignments on time** for two reasons: 1) every point counts, so you will be disappointed in your grade if you haven't earned all the points you are capable of; and 2) the only way I can give you feedback on your learning and assess how much you have learned in this class is through the assignments; otherwise, how will either one of us know what you know?
- **Pay attention in class** as we have much to learn from each other. Activities such as texting, chatting, studying for other classes are distractions for not only you but others around you, so you will be asked to leave class if there are other important activities you need to attend to.

- **Participate in discussion**, that means asking as well as answering questions
- **Get help** if you are unsure of the quality of your work on any assignment. The college provides free tutoring on campus and electronically through etutoring.
- **Communicate with me.** Let me know what is working and what is not working in the course. Let me know if assignments or expectations are not clear. Tell me if there are topics or books you want us to address in class. Talk with me in person, by phone or email: nicholse@middlesex.mass.edu

Journals: We're exploring the field of the humanities and we're learning about learning, so your journals will focus on those two aspects of the course. During class time you may be asked to write in your journal which you will turn in before you leave class. On other occasions, the journal assignment is due at the beginning of the next class. No late journal assignments will be accepted without prior arrangement. You will be able to keep your journals when preparing for an exam. Recording what you have learned is one way to tell the brain to remember something. By taking note of something that you found interesting, you may discover topics you wish to study further in college or discover more about your learning style.

Bring a "blue book" to class to use as a journal. (They are available in the bookstore for about 35 cents). Altogether you can earn up to 100 points for the journals. In other words, the journals can make the difference between a whole letter grade in the course.

Late Assignments: All assignments are due at the beginning of the class period (not later that day) on the day listed on the syllabus. If you anticipate a problem completing an assignment on time, contact me via email, phone or in person, and we will discuss an alternative due date. **No late assignments will be accepted without this prior arrangement.** Emailing an assignment to my address before the class session will be an acceptable alternative to handing in the assignment in class if you are unable to reach the class on time. In-class assignments will not be accepted on a later date unless an arrangement has been made ahead of time. Each assignment contributes to your grade in this course, so be sure to communicate with me if you have trouble getting to class or completing assignments. Almost always we can work something out, but only if I hear from you.

Reading Assignments: Page numbers on the syllabus indicated what pages need to be read *before* that day's class session. In addition, you will usually be assigned a one page, typed paper listing key ideas or questions. These assignments together are worth up to 100 points in the course or the equivalence of one letter grade in the course.

Required Text:

Your College Experience: Strategies for Success, 8th edition, by Gardner, Jewler, and Barefoot.

Page numbers on the syllabus indicate the pages to be read *before* that day's class session. Additional readings will be in the form of class handouts or readings posted on the class Blackboard site.

Presentation: One of the skills the college expects you to develop while you are a student is oral communication skills. At the end of the course you will contribute to a team power point presentation which will be an advertisement for the course. A handout including scoring rubric will be distributed in class and be available on the Blackboard site for the class. But throughout the course we will be working to develop presentation skills little by little. Some class time will also be devoted learning features of power point and to working with your teammates, but you will need to prepare materials outside of class as well. This final presentation is worth up to 200 points or the equivalence of two letter grades in the course.

Points

40 point assignments: 280 points

(Community Survey 40; Bali trip plan 40;

Short Story Comparison/Contrast 40; Sumi-e Art 40; Vietnam

Research 40; China Report 40; Career Search Report 40)

Reading Response/Class discussion questions: 100 points

Mid-term exam:	200 points
Journal:	100 points
Final presentation:	200 points
Take home final:	<u>120points</u>
Total points	1000points

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

Keep track of your grades by checking the “My Grades” feature on the course Blackboard site. Divide your points by the total possible and you’ll find your percentage. (Example: 200 points out of 300 possible points = 200 divided by 300 = 66.6% = D)

Appendix B

Middlesex Community College
Explorations in Humanities HUM 100-01
Fall 2009
MWF 10:30-11:20
City Building Rm. 207, Lowell
Instructor: Kerriane Pearson, M.A.
Office Hours: Arranged by appointment
Email: pearsonk@middlesex.mass.edu

Required Texts:

The Bhagavad-Gita Barbara Stoler Miller, trans.
The God of Small Things by Arundhati Roy

Suggested Texts:

A Collegiate Dictionary (Merriam Webster's is a great choice)
An India Travel Map

Course Description: This dynamic course will introduce the activities in the humanities: music, art, dance, theater, philosophy, and literature. The course is hands-on, stresses learning by doing and will integrate learning strategies, study skills and information on college resources to help sharpen learning skills that contribute to college success. This course satisfies a Multicultural/Global Awareness Intensive Values requirement.

Area of Special Topic: Indian Arts and Culture

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

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

Items on the class list that are starred with an asterisk (*) are designed to support student learning in these areas.

General Course Goals:

1. Foster the critical skills and discourses that are the foundation of a liberal arts education.
2. Assist each student in developing their identity as a college student and member of the college community.
3. Familiarize students with interdisciplinary research methods, and the academic resources available to them (the Writing Center, the Library, online databases, etc.)
4. Understand how and why a liberal arts education requires critical thinking and effective oral and written communication.

General Course Objectives:

1. Using an interdisciplinary approach, this course will introduce students to non-Western humanities, using the frame of a specialized topic: Indian Arts and culture.
2. Students will read, examine, analyze, and respond to texts and hands-on experiences in weekly written Reading Response entries.
3. Students will work collaboratively on in-class projects enrich their understanding of Indian culture and Humanities.
4. Students will experience writing as a process by composing two essays using prewriting techniques, outlining, organizing, drafting, editing, and revising their papers into polished Final Drafts.
5. Students will create a capstone research project, an itinerary to travel through India, throughout the semester.

Grading:

Attendance/Class Participation/Word Journal	20%
Reading Responses/Short Written Assignments	30%
Essay #1: Yoga Review	10%
Essay #2: <i>The God of Small Things</i>	10%
Final Research Project: Traveling in India	30%

Class Participation and Attendance: Class participation is essential in the college classroom experience and to the learning process. Therefore, class participation is worth 20% of your final grade. Participation is welcomed, encouraged, and an important part of class. If you come to class having read and taken an interest in the assignments and readings, class discussion should come easily. Reading the assignments and attending class (with your copies of the text) are required. If you accrue more than three absences throughout the semester, you may be asked to drop the class. Cell phone calls and text messaging during class are unacceptable. Therefore, if your cell phone goes off during class, I will mark you absent for that day.

Weekly Reading Responses: These are prompts to elicit your thoughtful responses and reflections on the assigned essays, texts, and hands-on assignments. These responses should be between 300-500 words (1-2 pages), no more, no less. I will not accept responses less than a page, nor will I accept responses more than two pages. Combined, these reading responses are worth 30% of your final grade. These will be graded on a check-plus, check, or check-minus system. A plus (10 pts.) references the texts with quotes or paraphrasing, uses proper citation, seeks out an interesting and original idea about the reading. A check (7 pts.) has some of the qualities of “plus” writing and tries to articulate ideas, but they are not necessarily interesting or original. A minus (4 pts.) will be given to responses that do not articulate ideas or follow the assignment. All journal entries must be typed, double-spaced and in 12 pt. font. Late work will receive lower grades. To pass this class, **all** work must be submitted. Any missing work will prevent you from passing this class.

When we begin working on the Research Projects, reading quizzes will be given in lieu of written Reading Responses.

If you decide to attend any event on campus or in Lowell: a poetry reading, a concert, a play, any **local** cultural activity (especially anything related to India: concerts, museum visits, yoga classes, performances, etc.) and write a 1-2 page review of the event, I will add points to your lowest Weekly Reading Response grade, which will in turn raise that portion of your average. However, these events must be approved by the Instructor.

Essays: For this class, you are required to write two shorter essays (3-5 pgs.) with MLA documentation and formatting. One is a Review of a Yoga Class, and the other is an essay on Arundhati Roy's novel, *The God of Small Things*. Whenever possible, assignments will feature options so as to incorporate your personal interests in India and Humanities. These two papers will be composed through a process of prewriting, outlining, organizing, drafting, editing, and revising.

Research Project: For your capstone assignment for this class, you will plan a detailed itinerary for a month long trip to India. Preparations for this project will begin early in the semester. However, it is important to keep organized notes of intriguing places that you would like to travel to in India, or perhaps specific architectural marvels or culturally significant places featured in our conversations, readings, films, or *The Story of India*. All of these notes will help you compose your detailed itinerary later in the semester. We will organize the checkpoints for each piece of this project by the second week of the semester.

Word Journal: Throughout the semester, I will write unfamiliar words on the board that we will research together, define, discuss the etymology of, and list as numbered entries in your Word Journal. Additionally, you are responsible for researching words that you come across in the articles assigned, in your own personal reading and your readings in other classes. I will check these three times throughout the semester to see that you are working on them. You should be averaging 10-15 words per week and by the end of the semester, 150 words will be the minimum for full credit. Your Word Journal is part of your class participation grade, worth 20% of your final grade. Researching words and increasing your vocabulary is an easy way to expand your working lexicon and increase your communicative ability in both writing and speech. Looking up words in a collegiate dictionary is an invaluable tool to improve comprehension and understanding throughout your college experience.

The Writing Center: For one of the two essays, students are required to meet with a tutor at the Writing Center (City 406B). Writing Center appointments can be made by phone at (978)-656-3365 or you can make an appointment in person. Writing Center tutors are trained to assist writers in all stages of the writing process (from pre-writing to revision) and it is essential to your grade and your development as a college-level writer that you utilize this free service. Be sure to collect the appropriate form and have it stapled to your submitted paper. Any additional visits to the Writing Center add extra points to your essays.

Tentative Schedule:

Sept

Week 1: (9/11) Syllabus Review; Introduction to the study of Humanities and India*; Word Journal Exercise*; for Monday 9/14, begin reading *The Bhagavad-Gita**; schedule our class trip to the MFA to view the Indian Paintings collection*.

For Reading Response #1*, choose three ideas in the reading that impressed, interested, or intrigued you, and explain why and how so. Name each idea in prose style paragraphs, using corresponding quotes from the text. For example, this could be an image, language, an event, anything at all within the context of the reading. Be sure to cite properly. All responses must be typed and formatted with a proper heading. Due Monday 9/14.

Week 2: (14/16/18) Begin PBS's *The Story of India*; Introduction to the Research Project: Creating an Itinerary*; organize and choose dates for checkpoints together.

For Reading Response #2*, choose three ideas in the reading that impressed, interested, or intrigued you, and explain why and how so. Name each idea in prose style paragraphs, using corresponding quotes from the text. Due Monday 9/21.

Week 3: (21, 23, 25) *The Bhagavad-Gita*, cont.; discussion of imagery and images in the *B-G*; Zimmer handout on *B-G* assigned. Reading Response #3*, a response to Zimmer due Monday 9/28; continue PBS's *The Story of India*.

Week 4: (28/30/2) Introduction to Buddhism. For Reading Response #4*, read the excerpt from Hesse's *Siddharta*, the handouts on Buddhism, and choose three ideas in the readings that impressed, interested, or intrigued you, and explain why and how so. Due Monday 10/5. Word Journal check*.

Oct

Week 5: (5/7/9) Discussion of *Siddharta* and Buddhism. For Monday, MFA Response* is due. Choose three art pieces that stood out to you among the MFAs extensive collection. Name each piece, describe the background of the piece (time period, medium, artist, obvious influences, etc.) and describe why these three pieces resonated with you.

Week 6: (12/14/16) MFA Response* due 10/16. Begin reading *The Yoga Sutras*, and excerpts from B.K.S. Iyengar's *Light on Yoga*; Begin to research local yoga studios and community classes for Essay #1: Yoga Review*. Go to a yoga class! Essay #1 Rough Drafts are due next Wednesday 10/21.

Week 7: (19/21/23) Bring three copies of your Rough Drafts of Essay #1: Yoga Review to class Wednesday 10/21 to workshop*.

Week 8: (26/28/30) Final Drafts Essay #1: Yoga Review due* on Friday 10/30. Word Journal check*; Begin reading Arundhati Roy's *The God of Small Things*; for Monday 11/2, write Reading Response #5* choosing three moments in the reading that impressed, interested, or intrigued you, and explain why and how so. Name each idea in prose style paragraphs, using corresponding quotes from the text with proper citation. For example, an image, language, an event, a conversation, a comment, a character, etc.

Nov

Week 9: (2/4/6) Reading Response #5 due*, our discussion on Indian Literature begins; Continue watching PBS's *The Story of India*. For Monday, continue reading *The God of Small Things*; Reading Response #6* is due Monday 10/9: choose three moments in the reading that impressed, interested, or intrigued you, and explain why and how so. Name each idea in prose style paragraphs, using corresponding quotes from the text with proper citation. For example, an image, language, an event, a conversation, a comment, a character, etc.

Week 10: (9/11/13) Postcolonial India: Selections from Gandhi's Autobiography*; Continue reading *The God of Small Things*, in lieu of future Reading Responses,

be prepared for weekly quizzes on the novel beginning next Wednesday, 11/18.

Week 11: (16/18/20) Continue *The God of Small Things*, Rough Drafts of Essay #2 due in-class Monday 11/16. Bring three copies to class to workshop. Reading Quiz Wednesday 11/18.

Week 12: (23/25/27) Finish *The God of Small Things*. Final Drafts of Essay #2 due Monday 11/23. Reading Quiz Wednesday 11/25.

Week 13: (30/2/4) In-class time devoted to Research Projects; Rough Drafts of Research Projects* due in class Friday 12/4.

Dec

Week 14: (7/9/11) Oral Presentations* on Research Projects* begin on Friday 12/11, final Word Journal check*.

Week 15: (14/16) Oral Presentations* continue Monday and Wednesday, Research Projects* due during the Final Exam period for this class, Thursday Dec. 17th at 10:30 am.

All dates on the syllabus are subject to change, and often do. If you miss a class, do not rely on the syllabus, email another student from the class to discover what you missed.

Appendix C

Self Assessment 1 – College Success Information

Course Title: _____ Date: _____

Student A# or last four digits of social security number (to be used for matching purposes only): _____

	<p>1. I am comfortable asking questions in class and/or contributing to classroom discussions.</p> <ul style="list-style-type: none">a. Agreeb. Somewhat Agreec. Disagreed. Not applicable to this class
	<p>2. I am comfortable presenting in front of the class.</p> <ul style="list-style-type: none">a. Agreeb. Somewhat Agreec. Disagreed. Not applicable to this class
	<p>3. I am comfortable participating in small group projects or activities.</p> <ul style="list-style-type: none">a. Agreeb. Somewhat Agreec. Disagreed. Not applicable to this class
	<p>4. I plan to use the MCC tutoring services (writing lab, math lab, tutors) for other courses</p> <ul style="list-style-type: none">a. Agreeb. Somewhat Agreec. Disagreed. Not applicable to this class
	<p>5. I know how to take useful notes from a lecture or presentation.</p> <ul style="list-style-type: none">a. Agreeb. Somewhat Agreec. Disagreed. Not applicable to this class
	<p>6. I always recheck an exam or quiz before I turn it in.</p> <ul style="list-style-type: none">a. Agreeb. Somewhat Agreec. Disagreed. Not applicable to this class

	<p>7. It is acceptable to miss class or be late.</p> <ul style="list-style-type: none"> a. Never b. 1-2 times c. 3-6 times d. More than 6 times
	<p>8. If I am unable to attend class, I get the notes and assignments from someone else.</p> <ul style="list-style-type: none"> a. Agree b. Somewhat Agree c. Disagree d. Not applicable to this class
	<p>9. It is acceptable to submit assignments after the due date.</p> <ul style="list-style-type: none"> a. Never b. 1-2 times c. 3-6 times d. More than 6 times
	<p>10. In order to be successful in this class, I plan on spending ____ hours a week studying outside of class time.</p> <ul style="list-style-type: none"> a. None b. 1-3 c. 4-6 d. 8-12 e. More than 12
	<p>11. I review my lecture or presentation notes within a day after class.</p> <ul style="list-style-type: none"> a. Agree b. Somewhat Agree c. Disagree d. Not applicable to this class
	<p>12. I use a calendar, planner, or "to do" list to keep track of assignments.</p> <ul style="list-style-type: none"> a. Agree b. Somewhat Agree c. Disagree d. Not applicable to this class
	<p>13. Which of the following MCC online resources do you intend to use? (Check all that apply)</p> <ul style="list-style-type: none"> a. Blackboard b. College E-mail c. Middenet d. Online tutoring

	<p>14. When I read course material, I ... (check all that apply)</p> <ul style="list-style-type: none"> a. Skim or preview b. Highlight useful information c. Read assignments before coming to class d. I am able to understand the main ideas e. I am able to apply what I'm reading to my life
	<p>15. I set aside specific time for studying.</p> <ul style="list-style-type: none"> a. Agree b. Somewhat Agree c. Disagree d. Not applicable to this class
	<p>16. I begin writing assignments more than one day before they are due.</p> <ul style="list-style-type: none"> a. Agree b. Somewhat Agree c. Disagree d. Not applicable to this class
	<p>17. In order to prepare for a test or quiz, I do the following: (check all that apply):</p> <ul style="list-style-type: none"> a. Review my lecture notes b. Use a concept map or graphic organizer c. Review course readings d. Set aside a specific time for studying e. Try to predict test questions in advance f. Use tutoring lab or services provided by the college g. Meet with a study group
	<p>18. What are all the resources and strategies that you use when you write a paper.</p> <ul style="list-style-type: none"> a. The Writing Center b. Discussion with your professor c. Discussion with classmates d. eTutoring e. Have someone read your paper and give you feedback f. Spellcheck g. Double check the assignment h. Prepare two or more drafts before turning it in
	<p>19. A Thesis statement for a college essay should: (check all that apply)</p> <ul style="list-style-type: none"> a. Take a position on the topic under discussion b. Inform the reader of what the rest of the essay will be about c. Be well-written d. Appear in the conclusion e. I'm not sure what a thesis statement is

	<p>20. Select the correct word that describes your learning style:</p> <ul style="list-style-type: none"> a. Visual b. Auditory c. Reading/Writing d. Kinesthetic e. I do not know my Learning style
	<p>21. What study strategies do you use that work with your particular learning style? (Check all that apply)</p> <ul style="list-style-type: none"> a. Flash cards b. Charts and graphs c. Rewrite notes d. Read notes out loud e. Use color to organize notes f. Walk while reviewing notes g. Meet with a study group h. Other (include a dialogue box for "other")
	<p>22. What are the college success skills you hope to learn as a result of this class? (Check all that apply)</p> <ul style="list-style-type: none"> a. Study skills b. Time management skills c. Note-taking skills d. Test-taking skills e. Written communication skills f. Oral communication skills g. Knowledge of college resources (library, writing lab) h. Learning styles information i. Career information j. Working effectively with others k. Using technology l. Collaborating with others m. Completing assignments that require the use of information from various sources
	<p>23. Which of the following are your goals for attending MCC? (Check all that apply)</p> <ul style="list-style-type: none"> a. Complete a certificate program b. Obtain an associate degree c. Transfer to a four-year college or university d. Obtain or update job-related skills e. Self-improvement/personal enjoyment f. Change careers g. Other