Union County College

Center for Student Success

Institute for the First Year

English 111/UCC 101

Learning Community Faculty Handbook

2009 - 2010

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Union County College (UCC), the oldest community college in New Jersey, is a public comprehensive college with a historic commitment to serving one of the most diverse populations in the country. Building on what began as an educational opportunity for students in the midst of the depression, UCC celebrates its 75th anniversary in 2008 with a renewed commitment to fulfill its mission of serving the higher education needs of the increasingly diverse citizenry of Union County, representing more than 80 languages and cultures.

Its primary mission is to provide the highest quality collegiate and career education opportunities that enable students to transfer to four-year colleges and universities or to pursue immediate entry into a career. UCC has an open admissions policy for both transfer and career programs and is committed to the fundamental values of public higher education.

Illustrating its commitment to serving diverse populations, UCC is a federally designated Hispanic-Serving Institution under Title V. Moreover, UCC's Institute for Intensive English, a national model, is the second largest ESL program in the State. Our students come from 80 different countries and speak 334 languages.

In 2007, the U.S Department of Education awarded the College a five-year Title V grant to implement researched-based strategies designed to increase the academic success and retention rate of our students. The new program, implemented in January 2008, is part of a college-wide initiative within the Center for Student Success. The multi-year project uses a holistic approach to address the academic needs of students during and after their first year.

A central component of the program is the establishment of Learning Communities, whereby designated sections of developmental math, developmental English and English 111 (composition for speakers of other languages) are paired with sections of UCC 101 (the First Year Seminar course). Another major component is the professional development activities for staff and faculty.

UCC is comprised of four campuses: Cranford, Plainfield, Scotch Plains, and Elizabeth, and all serve an increasingly at-risk population drawn from surrounding urban communities. The College is committed to building the diversity of the faculty and staff to reflect the cultural diversity of the county. In this regard, the college has made major progress in increasing diversity of faculty with the number of minority faculty almost tripling since 1990.
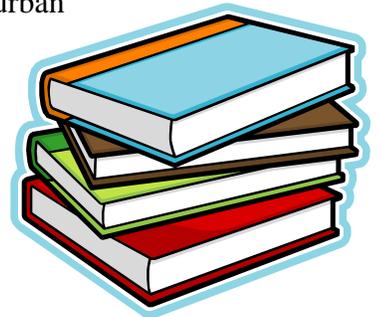
The faculty and staff readily embrace the inherent challenges of serving predominantly low-income students. Respectful of their students' diverse learning styles, faculty members continually experiment with new teaching methods and welcome professional development opportunities. The faculty and staff have also successfully expanded activities and services that have shown positive results with students in a target population to a broader college population.

An example is the First Year Seminar Course UCC 101, that is now required for all new students. This course was specifically designed to help students adjust to college life by helping them to clarify their goals, become familiar with the academic environment, and enhance their ability to learn and think critically.

This handbook was developed as a useful retention resource for the faculty. We encourage you to review and refer to it often for helpful information, including teaching strategies, tools and resource materials, and UCC processes and procedures. The handbook will also be available online at our website: www.ucc.edu/go/css as a PDF file and html Word file. To access it, click Professional Development, then Faculty Resources, and finally the individual department you teach in. We welcome your feedback and comments.

Section 1

Learning Communities

- Overview of Learning Communities

  - The Role of Faculty

  - The Role of Coordinators

- The Role of Student Development Specialists

  - The Role of Tutors

- Who's Who with Contact Information

Overview of Learning Communities

Union County College received a five-year, federal Title V grant in October 2007 to specifically focus on UCC's student persistence and graduation rate.

The basic components of the grant are:

1. **Learning Communities:**

   This activity uses a holistic approach to address the persistence and academic needs of students during and after their first year. It includes the development of linked or paired courses with UCC 101 First Year Seminar as the foundation course linked to team teaching with developmental math, developmental English, and Eng 111.

2. **Student Development Program:**

   This activity includes enhancing counseling through intrusive counseling, on-line counseling, student orientation program, implementation of degree audit, administration of the Community College Survey of Student Engagement to which helps to measure "aspects of the student experience that are linked to student success." In addition, the project provides for an enhanced tutoring program for students in Learning Communities, on-line tutoring, and implementation of supplemental instruction for students in high risk courses.

3. **Professional Development Program:**

   Professional development for faculty and staff focused on student persistence may contribute to the success of tutoring, advising, and instruction by providing new knowledge and skills about student learning strategies that positively affect retention. Professional development will be conducted through a coherent series of workshops, seminars, speakers, and on-line presentations focused on retention. In addition, the project provides stipends for adjunct faculty to attend professional development workshops, a call for faculty projects that positively impact retention, training of tutors and peer mentors, publication of Retention Strategy Handbooks (best practices) in math, English, and ESL, and project publication of two monographs of best practices in student persistence.

4. **Endowment Challenge:**

   The UCC Foundation will match $125,000 of federal dollars over the five year period to create an endowment to provide long term fiscal stability and plan for institutionalizing aspects of the grant project.

Program Roles and Responsibilities
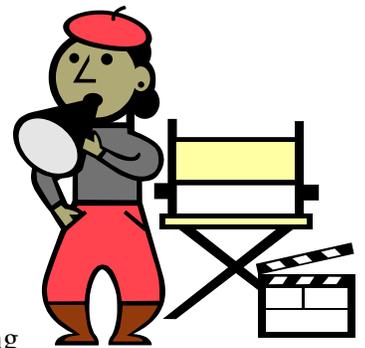
The Role of Faculty

English 111 and UCC 101 courses are paired with the intention of bridging the content of the two courses and maximizing student success. The faculty in the two courses collaborate as they develop their own classes and work toward developing an integrated syllabus. Instructors should communicate with each other on student attendance and performance, and strive to develop class activities that build off each other.

Communication between instructors is vital in ensuring the success of a learning community. Faculty are initially encouraged to meet/communicate a few times before the start of the semester to share syllabi and develop some activities and assignments that will help bridge content between the two courses and make it apparent to the students that they are participating in a learning community class. At the beginning of the semester, faculty might want to meet weekly to share attendance issues in case immediate intervention of a Student Development Specialist (counselor) is necessary. It is also highly recommended that faculty share an attendance sheet to keep track of students' participation. Once the semester begins, meetings once or twice a month may suffice if faculty are good at keeping in touch through email or other modes.

The LC faculty will also be encouraged to participate in professional development activities, attend Learning Community meetings, communicate with tutors and mentors, and help in updating the English 111/UCC 101 handbook that will be revised each year.

The Role of the Coordinator

The Coordinator's responsibilities include scheduling learning community classes, meeting with LC faculty and assisting them on academic and administrative matters, acting as a liaison between the English 111 LC and the other LC sections and services, and coordinating the writing of the English 111/UCC 101 handbook.

The Role of Student Development Specialists

Student Development Specialists (counselors) are available to provide LC students information on skills and prerequisites, help students plan class schedules, discuss curriculum choices, explore career options, and provide academic and personal support. In addition, the three LC-designated counselors utilize intrusive counseling techniques to involve and motivate students. Intrusive counseling is a process of identifying students at academic crisis points and offering help and services. Counselors aggressively track down the students and use an "in-your-face" technique to ensure follow-through on a specified course of action.

Faculty are encouraged to use Student Development Specialists immediately at the beginning of the semester if they notice student(s) not showing up in class. These counselors are also helpful in talking to students if faculty notices that they are not participating in class or completing their assignments.

The Role of Tutors

Free tutoring services are offered through the Academic Learning Center (ALC) at each campus. Each Learning Community (LC) has its own designated tutor who works closely with the faculty to provide targeted and specific assistance to LC students. Professional and peer tutors work with students on assignments and course work to help them develop course competencies and study skills. Instructors and tutor can meet/speak/email regularly throughout the semester to discuss topics being studied in class, how tutor can enhance classroom lessons, and address any problems that students may be experiencing with the material.

It is suggested that faculty meet with tutors on a semi-regular basis to inform them of class objectives and expectations. Faculty can also suggest activities /websites that tutors might want to use with the students.

The Role of Mentors

Mentors are connected to UCC 101 classes. As part of the student support system, they guide students in their academic life at UCC, but do not tutor.

Full-time and Adjunct Faculty members are encouraged to communicate often with tutors, counselors, and each other to provide a holistic system of support services to LC students. At the start of each semester, the Center for Student Success will provide contact information for faculty, counselor and tutor for each learning community.

Who's Who in the Learning Communities?

Center for Student Success:

Project Director	**Dr. Jose Adames** **adames@ucc.edu** **908-412-3590** **Plainfield – Provost Office**
Program Secretary	**Ms. Avis Cabral** **cabral@ucc.edu** **908-709-7460** **Cranford – Rm. L106**

LC Coordinators:

UCC 101	**Dr. Susannah Chewning** **chewning@ucc.edu** **908-709-7182** **Cranford**
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Counseling Services:

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Professional Development:

Coordinator	**Sara Lacagnino** **lacagnino@ucc.edu** **908-709-7462** **Cranford**

Tutoring Services (Academic Learning Center):

Director	**Ms. Gail Hein** **hein@ucc.edu** **908-709-7610** **Cranford**
Head Tutor	**Ms. Jacqueline Leonard** **leonard@ucc.edu** **908-965-6009** **Elizabeth**
Head Tutor	**Ms. Sandra Drazinic-Petak** **petak@ucc.edu** **908-412-3540** **Plainfield**
Educational Support Coordinator-Retention	**Prof. Mary Greco** **mgreco@ucc.edu** **908-497-4347** **Cranford** **908-659-5215** **Elizabeth**
Educational Support Coordinator	**Mr. Jose Paez Figueroa** **paez@ucc.edu** **908-709-7084** **Cranford**
Educational Support Specialist	**Mr. Lewis Cohen** **lcohen@ucc.edu** **908-965-2350** **Elizabeth**

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Administrative Assistant	**Ms. Karen Platt** **platt@ucc.edu** **908-709-7528** **Cranford**
Tutoring Coordinator for Title 5 (pt)	**Ms. Carolyn Thomas** **thomas@ucc.edu** **908-497-4352** **Cranford**

Website:

IT Coordinator	**Ms. Nancy Deliman** **n_deliman@comcast.net** **Cranford**

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Section 2

Best Practices in the Learning Communities

Best Practices in the Learning Communities

Planning & Meeting

- Meet with co-teacher before the semester begins to discuss goals/objectives for the course .

- Identify ways each course in the learning community (LC) can provide context for the other.

- Discuss ideas on how to integrate each other's course into your course (shared activities: "bridging activities") .

- Discuss how you will conduct student and faculty assessment of your LC (journals, interviews, surveys, evaluations, focus groups, etc).

- Consider including an experiential learning aspect in your course.

- Schedule Library/ALC visit early and plan for visit from Student Development Specialist and tutor to your class. Divide these responsibilities between LC courses if possible.

- Plan an out of class activity that students can do with each other or their instructors (SGA activities, movies, speakers, lunches, outings, etc).

- Once classes begin, arrange a time to come together to discuss goals and experience of LC. Establish how you want to communicate with each other (email, phone, face to face) and how often.

- Invite tutor, student development specialist, and peer mentor to some of your meetings to discuss overall progress of the learning community.

- Consider doing a peer observation of your partner's LC course (schedule permitting).

Syllabus

- Build your syllabi as a shared activity and share completed syllabus with your co-teacher.

- Include contact information of your LC 'team' on your syllabus (faculty, student development specialist, tutor, peer mentor).

- Carefully consider the assignment requirements of students – be mindful of due dates of large assignments.

In Class

- Introduce your LC 'team' during the second week of class.

- Ask students to fill out a survey (see 'Appendix' for sample) with updated contact information.

- Integrate collaborative learning activities/opportunities (such as small group learning, peer instruction, case discussions, problem-based learning) into your classes. This helps build community within the class.

- Encourage peer mentor/tutor to participate in class discussion (perhaps as a 'model' of a good student) or to help facilitate discussions.

- Consider giving peer mentor/tutor/student development specialist time in class to discuss 1st year concerns (time management/scheduling issues/career concerns/their strategies for academic success).

- Schedule student conference/opportunities for students to visit you during office hours to discuss their academic progress (preferably mid-semester or before).

- Take time to explain computer technology (websites/email…) and encourage students to use it immediately by assigning work related to the website or other computer technology (email an assignment to the students' email address, ask them to send homework as an attachment…).

- Discuss 'withdrawal' procedures with students (tell last date to withdrawal from class) and discuss difference between receiving a 'W' versus a 'UF' grade.

- Incorporate on-going student reflection/assessment as part of your course. (journaling, mid-semester pulse, writing self reflection.)

- Ask students to help with evaluating assignment's effectiveness by conducting in-class evaluations. May just be a quick two minute 'writing' on what students learned and what they need more help on.

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Outside of Class

- Share attendance sheet between courses.

- If a student misses the first day, contact Student Development Specialist (SDS) immediately to help locate student.

- If students are not showing up for class, coming late, or not doing work, talk to student and/or contact SDS to speak with the student.

- End of semester: conduct a collaborative debriefing with each other and other LC classes to share feedback and evaluate effectiveness of LC activities.

- Discuss class content/assignments with tutors. Suggest other possible resources (web/print) for the tutoring sessions.

Section 3

English 111 Learning Community

Planning Materials, Teaching Tools

and Resources

Bridging Activities for English 111 Learning Community

The intention of the English 111 Learning Community is to bridge the content of the two courses (English 111 and UCC 101) to maximize students' academic success. Learning Community faculty should think of how they can best support the content of the other LC class in their own class. The following are some suggested activities that may help you to bridge the content of one class with the other, reinforce class content, and allow students to see the connection between their learning community classes.

Learning Community faculty are expected to meet regularly throughout the semester to come up with bridging activities.

Part 1: UCC 101 required chapters & ideas for UCC 101/English 111 faculty:

<u>Chapter 1: Strategies for Success</u>

Setting Goals

UCC 101:

- Review syllabi for both classes and discuss assignments, grading policy [especially concerning the Research Paper (R.P.) grade], requirements – what are the professor's goals for them, what are the student's goals for themselves? Might want to discuss the difference between a realistic and unrealistic language/writing goal – i.e. "I want to become more comfortable with paraphrasing versus I want to write perfectly."

- To review syllabi, you may decide to organize a 'Syllabi Scavenger Hunt' where students look for specific information on the 111 and 101 syllabi – office hours of professors, grading policies (are they similar or different), due dates of major assignments, etc.

- Ask students to think of specific English 111 goals they would like to achieve – these may be short term (I need to finish the first draft of Essay #1) or long term (I will manage my schedule so that I can always have time to meet with the English 111 tutor and revise my papers before handing them in for a final grade).   Do this periodically throughout the semester as small group discussion or free-write exercises.

- Ask students to brainstorm and discuss why some students are successful in writing and come up with specific strategies on how to be a successful writer. Alternatively, they could reflect on what writing and study strategies have worked and not worked for them in the past.

English 111:

- Discuss your goals and expectations for the class. Explain the relationship between English 111 and UCC 101.

- Have students break down a research paper into various short-term goals (thinking of a topic, researching, reading, writing, revising). How and when do they plan on achieving those mini-goals?

- Discuss the importance of goal setting in relation to the English 111 class.

Improve Writing

UCC 101

- English 111 students (non-native English speakers – NNS) will have different written English language needs than native English speakers. Although the English 111 class may incorporate a grammar component into class discussions, students also need to learn how to become their own language teacher/editor. To help students become more self-sufficient learners, ask students to do a reflection/journal midway into the semester and at the end of the semester. In this journal, ask students to go through their papers (for both UCC 101 and English 111) and notice what errors they frequently made, why they think they made them, and their plans on correcting these errors in the future.

- Students may also be asked to self-identify one of their perceived language difficulties (grammar, speaking, pronunciation, listening, reading) and shown the language resources available on the English 111 Learning Community website. This can be made into a journal assignment where students report back to a group about their website and its usefulness for their language goals.

- Appropriate Written Language – Different cultures may have different language 'rules' on written communication style. Have students discuss what is appropriate classroom written language (grammar, spelling, address) when writing papers, emails in their country versus the American classroom. You can also discuss how writing to friends (texting, etc.) is different from what's expected in a more formal environment (classroom, employment.) Ask students to email you to demonstrate they have learned appropriate language use.

- Reinforce appropriate American academic discourse when receiving emails/papers.

- Discuss how American English discourse (text organization) may be different from other cultures' academic discourse. Provide models of various U.S. organizational styles (persuasive, compare/contrast, etc.)

- Teach commonly used academic lexical phrases ("This paper will demonstrate…., The intent of this research is to…., On the other hand…., My opponent will argue that…., In short…, To conclude…). Encourage students to incorporate this language into their own papers.

- Encourage students to become their own 'editors' by using revising checklists, and/or writing reflection sheets (what I liked/disliked about my paper/questions I still have about my language) when handing in revised papers.

- Look at models of 'good writing' and ask students to notice organizational style, lexical phrases. (See 'Elements of Language' website mentioned in useful website section.)

- Provide models of past students' papers (with names blacked out) to show what you expect from an A, B, C paper.

- If students are having common grammatical problems (parallel structure, comma splices, pronoun agreement, verb tenses) teach a 'mini' lesson on that grammatical point.

UCC 101 & English 111

- When commenting on students' papers, you may both want to adopt the same commenting/editing symbols to lessen student confusion.

Improve Speaking

UCC 101

- Like in written discourse, spoken academic discourse may be different according to cultural norms. Discuss how to talk with a teacher/classmate/colleague without being rude or offensive. Discuss how to appropriately express anger, disappointment, or other emotions in class using language. This is a good cross cultural topic. Students may be asked to compare appropriate and inappropriate communication/forms of address in their country versus the American classroom.
(For example, in an American classroom, it may be ok to call the professor by their first name, in another country, you may have to address them by 'Professor'.)

- Discuss strategies on how to ask questions, ask for clarification or more information, or be more involved in non-ESL content courses.

- Help students identify pronunciation/speaking errors by modeling correct pronunciation.

- Discuss appropriate presentation skills/strategies in American classroom and ways that NNS can become more comfortable with giving a presentation in class (using visuals).

- If students are having common pronunciation problems, teach a 'mini' lesson on that language point.

English 111

- Reinforce appropriate academic spoken language in class.

- When doing group work, ask students to sit in mixed language background groups to encourage as much spoken English as possible.

UCC 101 & English 111

- When students do a presentation in class, make sure you give some feedback on their language use.

Library/Computer Skills

UCC 101:

- Ask students to email/attach assignments to you to demonstrate email proficiency.

- Introduce English 111 LC website to students and explain the various features. For an assignment, ask students to post pictures or use the blog to demonstrate proficiency.

- Email assignments to students or post assignments to English 111 LC website.

- Teach students on how to use the library's databases to find an article or two on their R.P, ask students to check out a book/movie from the library that they will use for their R.P.

- Teach students how to critically evaluate websites – especially important if they are allowed to use websites for their R.P. - Show them a few 'bogus' websites and have them explain why they're bogus.

English 111:

- Require some of the R.P. sources to be from the library's databases as well as a book from a library.

- Require that students email/attach a paper or journal to you to demonstrate email proficiency. You can choose to make comments on the papers electronically and send them back to the students this way.

- Email assignments to students or post to English 111 LC website.

- Allow students to use a website for a research paper source, but ask them to critically evaluate it before they use it.

- For students who are not overly computer literate, explain what free resources are available at UCC (free keyboarding classes…).

Study with a Group

UCC 101 & English 111

- Incorporate group work into your class activities – and require that students in their groups have different language backgrounds so that they are not tempted to use their native language.

- Organize a group project or presentation that requires the participation of all the members. Divide up the presentations in both LC classes and agree on a joint grading method.

- Encourage students to have a couple of 'study buddies' – someone to contact in case they miss class and need to know the homework assignment/copy notes.

Learn about Campus Resources*:*

UCC 101

- Scavenger Hunt – ask students to find out more information about various resources, especially as it relates to writing and NNS concerns:

   Example: Where are the writing labs? What are their hours?
   What are the hours of the English 111 tutor?
   What computer software/programs can you use to improve your English grammar/pronunciation/writing…?
   What are the office hours of your LC teachers?

UCC 101 & English 111

- Invite tutors, counselors to class so that students see and meet the students.

- Give extra credit or excuse one assignment if students go to the English 111 writing tutor a certain number of times (they might need to bring back a "3rd Party Referral Form" that they will get from the tutor).

- Develop a paper/essay prompt that encourages students to learn and write about a campus resource (may be an interview paper, persuasive paper -"Why every student should use the ALC" – process paper – "How to find a job using the resources in the Center for Student Success"…)

Time Management:

UCC 101:

- *Assignment Academic Calendar* – At the beginning of the
  semester, ask students to review their English 111 and UCC
  101 syllabi and record important assignment dates into their
  UCC 101 planner. You can also ask students to do this weekly or
  monthly as new assignments come up. This can be done for a few minutes at the
  beginning and discussed briefly.

- *Fixed Commitment Calendar* – At the beginning of the semester, ask students to fill
  out the calendar (leaving enough room for esearching/writing/revising/tutoring
  when thinking about how much time they need to do homework for classes). Have
  them write a journal about their strategies for managing all of their commitments as
  well as the requirements of the LC classes.

English 111:

- The Writing Process – ask students to break down writing a paper into various
  components (thinking of a topic, researching/reading, writing, going to the English
  111 tutor/peer review/revising, etc). Ask them to think about how much time each
  component might take. Then, after students write a paper, ask them to write a short
  reflection on whether they budgeted enough time for each step.

UCC 101 & English 111

- When you conference with students, discuss how they're managing their time
  (writing, classes, work, family, other). Discuss strategies for managing their time
  better - ask them to write a journal about how they plan on improving their time
  management skills so they will be successful in their LC classes.

- Ask them to share what outstanding assignments they have in their other LC class –
  ask at beginning/end of class. (Be sure to know what is going on in your partner's
  LC class so if students are unsure of an assignment, you might be able to explain it
  to them. Or use it as an opportunity to explain the value of talking to a professor
  when uncertain about an assignment.)

Taking Notes

UCC 101:

- Cornell Note-Taking – Ask students to use notes that they have taken in their English 111 class or for their research paper and arrange it according to the Cornell Note Taking Method.   (You may wish to create a 'modified' Cornell Note-Taking system that takes into account specific NNS writing concerns – for example, a place for students to record new vocabulary/expressions; a column where they can add notes that they get from another student. This is a useful strategy for students who have difficulty with listening comprehension.)

- Discuss listening strategies for NNS – (use a recording and listening to it a few times, swapping notes with a study buddy, pre-reading a chapter before a lecture, using subtitles if watching a video…)

English 111:

- After UCC 101 teacher introduces Cornell Method: If everyone is writing a research paper on a common topic, you can have students all read the same article, take notes on it using the Cornell Method and then compare their notes to ones that you provide. This can also be done for video/lecture resources to work on listening comprehension skills/strategies.

- Encourage students to use other graphic organizers for outlining papers (Venn Diagrams, KWL charts, Word Webs – Be sure to model these methods in class).

UCC 101 & English 111

- Open Notebook Quiz - to encourage good note-taking skills, have one of your quizzes be 'open notebook' allowing students to use their notes to answer any of the questions.

Reading Your Textbook

UCC 101:

- Ask students to bring in one of their R.P. articles and read it according to one of the 2 reading methods. Or, if English 111 is using a textbook with written texts/articles, look at a text that has already been read and practice re-reading it using one of the methods outlined below.

  SQ3R (survey – question – read – recite – review)
  S-RUN-R (survey – read, underline, note-take, review)

- Discuss strategies to help non-native English students increase reading fluency and comprehension (deducing meaning, skimming, scanning, etc.)

English 111:

- After the SQ3R and S-RUN-R methods have been introduced in UCC 101: Paraphrasing Practice – Discuss and demonstrate good critical reading skills/strategies by looking at a paper that everyone has read for the English 111 class. Ask students to paraphrase a section of the article by putting the paper aside and writing from memory. If they read it well, they should be able to do it without looking back at the paper. You can also take a section of the UCC 101 textbook and ask students to paraphrase it.

- *Summarizing* – As a research/journal assignment, ask students to write a summary of one of their research paper sources. This can also be incorporated in the Cornell Note-taking Method which incorporates summarizing.

Majors/Careers

English 111:

- Essay – Assign one of the English 111 papers on this topic (could be research paper, interview paper, etc.)

- Resume/Cover Letter Writing – For a writing assignment, ask students to work on their resume, cover letter. This could be a very useful exercise if covering "Persuasive" writing or discussing active versus passive verbs.

UCC 101 & English 111

- Group Projects/Presentations: Have students work in groups related to their career/major interest and then 'teach' the class about this career in a presentation.

Taking Tests

UCC 101:

- Discuss strategies for taking in-class writing tests (how much time should be spent brainstorming, writing, revising).

- Discuss strategies for dealing with language difficulties when taking a test (deducing meaning of unknown vocabulary, reading for 'gist').

English 111:

- In-Class Exams/Quizzes – useful for getting writing samples from students (could do at beginning and end of semester as a way of benchmarking students' progress).

- Multiple Choice/True & False/Short Answers – students will encounter these type of questions most often in their UCC careers. Try to include these question types into tests/quizzes – for example: editing practice (find the error), define writing terminology.

Part 2: English 111 suggested topics & ideas for supporting content in UCC 101 class:

<u>**Paragraph Organization**</u> (topic sentence, supporting sentences, concluding sentences)

UCC 101: When doing a shared reading assignment in your textbook or other source, ask students to identify topic sentences and/or explain why they think it's a well-written paragraph (or not).

<u>**Essay Organization**</u> (persuasive, argumentative, compare/contrast, cause-effect, interview report, process, problem/solution)

UCC 101:
- When discussing expectations/writing style: discuss cultural difference regarding organizational style (placement of thesis statement, etc.).

- Model various brainstorming techniques (webs, KWL, Venn diagrams) on how to brainstorm/write an outline for a paper.

<u>**The Research Process**</u>

UCC 101:

- A library component can focus on using the college databases, finding sources in the library (requesting a book from another campus/college, etc.), critically evaluating websites.

- Provide students with a worksheet asking them to describe what database they used, what search terms they tried, whether the article is effective or not for their research project, what is the main idea of the article and to write a summary of the article.

- Organize debates in the UCC 101 class that incorporate library research, Power Point presentations, and an emphasis on refutation/counterargument. In the ENG 111, students can write an argumentative essay based upon the debate topics. As a reflection, include one reflective question on the final exam in which students will analyze their performance on these two assignments.

<u>Summarizing</u>

UCC 101:

- Ask students to use one of their R.P. articles and summarize it – this can be incorporated into the Cornell Note-Taking method.

<u>Paraphrasing In-text Citation</u>

UCC 101:

- As a way to review reading comprehension and practice paraphrasing and in-text citations, ask students to paraphrase one of their UCC 101 chapters/sections or an article they have read for English 111.

- To prepare students to write a mini career paper, introduce how to do in-text citations, paraphrases and quotations. Students will be asked to incorporate them into the writing of their papers.

<u>Works Cited Page</u>

UCC 101:

- Have students provide a works cited entry for their UCC 101 textbook.

- If reading an article in class, ask students to do a works cited entry and discuss format in-class.

<u>Plagiarism/Academic Honesty</u>

- UCC 101: Submit papers to turnitin.com to help students identify problems with paraphrasing/quoting/in-text citations.

- Review UCC College policy on Academic honesty (available online or in College Handbook).

- Discuss how different cultures may have different expectations/perceptions regarding plagiarism.

- When reading, notice how credit is given to authors (quotes, signal phrases, in-text citations) and point them out to students.

Peer Review Process

UCC 101:

- Ask students to do peer review not only for their English 111 essays, but for any other paper they may have to write for UCC 101. This may be another good reason to encourage students to have a 'study buddy' who can review their papers.

- In discussion on language in peer reviews: discuss constructive versus non-constructive feedback – For example: "I like how you explain the difference between the political system of your country and the U.S. You gave a lot of explanations on how they are different" versus "This is good." (Why is it good?)

Proofreading for Grammar

- You may want to adopt the same writing/editing symbols as your teaching partner to simplify it for students. As a journal assignment, students can also be asked to go through their old papers, make a list of their common grammar problems, and asked how they will fix those errors so they won't make them in future papers.

  - Encourage students to explore language resources available on English 111 LC website. Organize a "Website Scavenger Hunt" to encourage students to find and use specific features.

Revising for Organization

- When discussing time management skills, remind students of including time for revising.

Sample English 111 Syllabus: (late start)

Professors	Office Hours	Class Meeting Time	Student Development Specialist
Mahua De Office EC – 718A Phone: 908-659-5143 Email: de@ucc.edu	Tuesdays 11:00 a.m. - 1:00 p.m. Thursday: 11:30 a.m. -1:30 p.m. Or by appointment	Thursday 8:00 a.m. to 11:30 a.m.	Sonia Vargas Email: svargas@ucc.edu Ph: 908-965-2989 Office EC- 106

Prerequisite: ESL 092 or ESL placement test

Course Description:

English 111 is designed as a writing course for students whose first language is not English. The sequence of ENG 111 and ENG 112 serves as a substitute for ENG 101 for which the student receives three credits. The other three credits counts toward humanities / language elective credits.

English 111 improves students' skills as successful academic writers. The focus of this course is to teach students the necessary steps involved in writing a research paper, including summarizing, paraphrasing, citing, and writing a bibliography using MLA style.

Attention is given to the cultural implications of thought patterns, organization, and academic writing conventions in English.

Linked Course

The course is being taught as a paired course with UCC 101. Each course will be a support for the ideas and concepts that are being taught in the other course. There will be active and ongoing collaboration between the two teachers. In addition, your class will have a designated student development specialist, Ms. Sonia Vargas, who will be available to help you locate resources in planning your course of study. Please also visit the ALC regularly. In addition to a designated tutor specifically for your class, there will be other tutors available at all times to help you with concerns that you have in either class.

English 111/UCC 101 Learning Community Handbook

Student Resources

Guidelines: A Cross Cultural Reading/Writing Text 3 e by Ruth Spack
Recommended: *A Pocket Style Manual* by Diana Hacker
Library Databases
USB flashdrive
Binders- *will be provided*
Loose leaf paper

Course Objectives/Student Learning Outcomes

- To demonstrate an awareness of the types of rhetorical styles of writing required in college classes.

- To write well organized and developed essays (including one research paper) that show unity, and coherence, and demonstrate syntactical variety and range of vocabulary.

- To demonstrate and ability to write, revise and edit a minimum of one paper, of which the teacher only received the final draft.

- To use a multi-stepped process to write a research paper using MLA or APA style.

- To incorporate sources by paraphrasing, summarizing and quoting to support and refute ideas without plagiarizing.

- To demonstrate competency in revising and editing essays independently.

- To evaluate other students' essay through peer review.

- To analyze and differentiate various methods that authors use in effective writing.

- To recognize, analyze, and respond to ethical issues in a variety of readings.

- To demonstrate computer literacy through word processing all papers and managing emai.

- To learn how to incorporate information literacy through evaluating sources and through incorporating them into their essays.

Requirements

- You will write at least 2 multi-draft essays in different rhetorical styles. Each essay should demonstrate control of essay organization (introduction, supporting paragraphs, conclusions, transitions) and ability to include research from sources. Each essay is worth 10% of your final grade.

- You will also write at least 2 responses to various class readings. Each of these will be worth 5 points.

- You will be required to complete one in-class writing assignment on previously discussed topics in class. This assignment is worth 10% of your final grade.

- In addition, you will write one single-draft essay which will be worth 10 %.

- You will also be required to complete a 5-page paper where you will incorporate research from multiple sources on a topic. You can use either MLA or APA style for this paper. In addition, you will make 2 short oral presentations on your research process and its topic. This project is worth 35% of your final grade, and you are required to get at least a "C" in this paper in order to pass this course.

- You will write annotated bibliographies and other projects which will help you in the process of the completing your research paper. These assignments will be worth 15%.

- Please use word processing for all assignments that you hand in.

- Please hand in all your assignments on time in order to get complete credit for your work. One point will be deducted for each day by which your assignment is overdue. So, if you hand in a paper 2 days later after the day on which it was due, you will automatically lose 2 points from it.

- Please keep all your cell phones switched off in class.

Portfolio

You will be required to maintain a portfolio that contains samples of your writing work.

Attendance

Attendance at all class meetings and at TAC meetings with the instructor is crucial. There are only 15 class meetings including the final exam day, so you need to be present

for every class. If you must be absent, please exchange phone numbers with your classmates so that you can find out what work was assigned that day. More than 2 absences will result in a lower letter grade. Also, please come to class on time. Two late attendances will count as one absence.

Plagiarism

Please make every effort to ensure that all work handed in is original. Any assignment that has been plagiarized from one or more source will result in your getting an "F" in the course. Please consult Student Handbook for details.

Information Literacy

By the conclusion of the semester, all students who pass this course will have demonstrated, in at least one substantial graded essay, that they understand the fundamentals of research. This will include doing basic research, being able to evaluate sources, and citing at least three of these sources in the proper MLA style in the graded essay. Some of these sources must be electronic, including but not necessarily limited to the internet. Students must pass this essay with a grade C or higher, and students will not be allowed to pass it unless they can adequately demonstrate their ability to quote and integrate sources.

Final Grade Calculation

Essays	30%
Responses etc.	10%
In-class writing assignment	10%
Annotated bibliographies	15%
* Research paper	35%

* **You are required to get at least a "C" in your research paper in order to pass this course.**

92%-100% A;   87%-91% B+;   82%-86% B; 77%-81%   C+;   72%-76% C;

70%-75% D;   >70%   F

Date	Skills	Assignment Due
Week 1	o Introduction o Reading Strategies	
Week 2	o Narrative Essays o Strategies for critical reading	**Response 1**
Week 3	o Paraphrasing/Summarizing; peer editing	**Essay 1 Draft 1**
Week 4	o Comparison/Contrast Essays	**Response 2**
Week 5	o Research Paper	**Essay 2 draft 1**
Week 6	o Evaluating Websites	**Proposal of research paper due**
Week 7	o In-class writing assignment	**Essay 1 final draft**
Week 8	o Argumentative Essays	**Annotated Bibliography**
Week 9	o Mid-Term o Counterargument/Rebuttal (In class writing assignment)	
Week 10	o Presentation on article	**Essay 2, D2**
Week 11	o In-text and end-of-text citations	
Week 12	o Conferences	**Research parper-1st draft**
Week 13		**Argumentative essay due**
Week 14	o Basic Skills Testing-No Class	
Week 15	o Final Presentation	**Research paper – final draft**

English 111 Topics

The following is a list of topics (in no particular order) that may be useful to review with your English 111 students. The depth of coverage, of course, depends on the level of your students.

Paragraph Organization (topic sentence, supporting sentences, concluding sentences – *a quick review should be all you need to do – however, don't assume that everyone will know how to write a well organized paragraph!*)

Essay Organization (persuasive, argumentative, compare/contrast, cause-effect, interview report, process, problem/solution) *The types of essay you will assign is up to your discretion.*

The Research Process: (research paper proposal: coming up with a question(s), writing a thesis statement; collecting data: database research, website evaluations, interviewing, note-taking)

Summarizing

Paraphrasing

Quoting

In-text Citations

Works Cited page

MLA/APA formatting (*these are the two most popular styles that are being taught – you may choose to focus on one or both.*)

Plagiarism/Academic Honesty: *you may also opt to use the anti-plagiarism software program, www.turnitin.com, as a teaching tool.*

Peer Review Process

Proofreading for Grammar

Revising for Organization

Coherence/Unity

Writing an Outline

Useful English 111 Websites:

Diana Hacker: Rules for Writers
www.dianahacker.com/rules

This site is filled with grammar, writing, and research exercises. It has great interactive exercises on paraphrasing, quoting, and in-text citations, to name just a few. There are also sample annotated research papers that students can look at to get an idea of how to correctly format and write a research paper.

Elements of Language
http://go.hrw.com/eolang/modbank/

This site has sample papers on a number of rhetorical styles. It is geared for both middle and high school students, but some of the high school papers can serve as good models for our English 111 students. Papers are generally annotated with comments regarding effective organizational techniques.

Purdue University Writing Center
http://owl.english.purdue.edu/owl/resource/557/01/

If you need more information about MLA format, this page is for you. There are a lot of additional links and information that you may also find helpful on the Purdue University Writing Center homepage.

Read Write Think (persuasion map)
http://www.readwritethink.org/materials/persuasion_map/

This is a useful resource to help students outline a persuasion essay. It will prompt students to enter a thesis statement, reasons, and explanations on their topic. After, it will generate a nice 'map' of their paper – great for students who are 'visual' learners.

I'd also recommend just browsing through the home page of www.readwritethink.org
It contains a wealth of materials that you might choose to use in your classes.

Rubistar
http://rubistar.4teachers.org/indez.php
Create or finds rubrics for project-based learning activities. Free resource, but must register.

Bogus Websites

The following are 'bad' websites filled with inaccurate information. However, on first glance, students will generally believe what they see and read. Great for discussions on the importance of critically examining internet resources!

The Pacific Northwest Tree Octopus:	http://zapatopi.net/treeoctopus/sightings.html
California's Velcro Farms:	http://home.inreach.com/kumbach/velcro.html
The Tyrannosauridae:	www.ucmp.berkeley.edu/trex/specialtrex2.html
Republic of Molossia:	http://www.molossia.org/countryeng.html
Feline Reactions to Bearded Men:	http://improbable.com/airchives/classical/cat/cat.html

Turnitin.com
www.turnitin.com

This anti-plagiarism software program can be used to check students' papers. However, it can also be used as a teaching tool to teach students about paraphrasing and quoting. UCC has a subscription to this service. Please contact the English 111 coordinators (Carrie Steenburgh or Will Van Dorp) and they will give you access codes and answer any questions.

UCC 101 Information

If you are not familiar with UCC 101, this information will give you a better idea of the requirements and goals of this component of the English 111 Learning Community class.
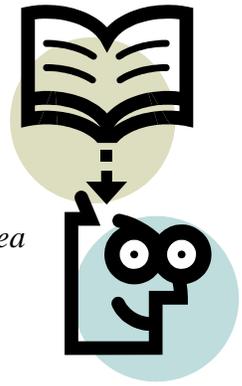
The mission of the First Year Seminar (UCC 101) at Union County College is to assist all first-time full-time students in their transition to college. It the goal of UCC 101 to develop and maintain relationships and collaboration among the faculty, student services, and academic affairs departments of the College in order to provide opportunities to students that support and challenge personal, social, physical, emotional, and intellectual development. UCC 101 seeks to improve student success and to help students persist with their programs through graduation.

Upon completion of UCC 101, each student will

✓ understand what is expected of college students and how to meet these expectations.

✓ clarify both their short and long term educational and career goals.

✓ utilize learning strategies in their individual courses.

✓ understand information literacy and apply it to classroom experiences.

✓ apply critical thinking strategies to learning and life situations

UCC 101 Coordinator   Susannah M. Chewning

UCC 101 Assistant Coordinator   June Pomann
& Media Projects Coordinator

UCC 101 Mentor Liaison   Jose Lowe
                                                                          lowe@ucc.edu

For more information visit http://faculty.ucc.edu/ucc101

UCC 101 is designed to help students adjust to college by giving them the information, support, and strategies they need to feel secure in their college classes. It will help students clarify their goals, become familiar with the academic environment, and sharpen their ability to learn and think critically.

All first-time full-time students and part-time students taking twelve or more credits are required to pass UCC 101 in order to progress in their programs. Although the course is not listed among the required credits within each program, it is considered a college-wide requirement which must be fulfilled by all first-time full-time students. Part-time students may elect to take the course but will not be required to take it until they register for a minimum of 12 credits in one semester.

UCC 101 is a course that will help students develop study skills and make better use of time and resources while in college. It is intended as a resource for students to get their bearings in college (any college) and begin to think about their long-term educational goals at UCC and beyond.

PREREQUISITES: Students must complete ENG 087 and ESL 065 *if required* before registering for UCC 101.

EXEMPTIONS: All first-time full-time students are required to take UCC 101 except for the following exceptions:

- students taking fewer than 12 credits

- students who transfer from other institutions with 15 or more credits

- students who transfer from other institutions with 2 or more credits in a first-year seminar course

- students who have completed an Associates or Bachelors degree at another institution

- students who have successfully completed ENG 101 or ENG 112 and MAT 119

- students with visitor status

- students in diploma programs

- students in certificate programs

- senior citizens

AFTER UCC

UCC 101 transfers as either an elective or the first year seminar equivalent at most colleges and universities in New Jersey. Individual transfer agreements may be required outside of New Jersey.

UCC 101 Core Requirements: Learning Communities

1. The six core chapters in the textbook must be read, covered, and taught in all sections. These chapters include:

   a) Self Evaluation
   b) Time Management
   c) Taking Lecture Notes
   d) Reading
   e) Taking Tests
   f) Learning Styles

2. The Library chapter, "The Information Environment" should be emphasized, and information literacy and Library skills should be required through written assignments in and out of class.

3. The common final exam will be given to every student in every class.

4. Every class will be taken to the Library at least twice.

5. Every class will be taken to the ALC at least twice.

6. Every class will have an assigned ALC tutor who will meet with the class at pre-arranged times; additional use of the ALC will be encouraged.

7. Every student will make a verbal presentation to the class at some point during the semester either individually or as part of a group.

8. Every student will use his or her UCC email account and/or WebCT for communication with the instructor, counselor, mentor, tutor, and other college representatives.

9. Collaborative or shared assignments will be developed in the paired classes according to the appropriate subject matter.

10. A counselor will be assigned to the class and will be in contact with each student throughout the semester about advising and other issues.

"Recommended Requirements"

1. Use of the DVDs and skits in the classroom.
2. Emphasis on work ethic in all classes.
3. In-class introduction to distance ed (WebCT, ANGEL).
4. Discussion of the importance of graduation, joint admission programs, NJ Transfer.
5. Faculty will work with students on their "degree audit" process.
6. Frequent electronic contact with students (via WebCT or email).
7. Instructors will follow up with students who stop attending or who miss work.
8. Referral of students with problems or who stop attending to counselors.

UCC 101 Sample Syllabus
ENG 111 Learning Community

UCC 101-031   FIRST YEAR SEMINAR   Fall 2009

Professor	Class	Office	Voicemail	Email
June Pomann	(M) 11:15 am – 1:05 pm	E718A	908-659-5121	jpomann@ucc.edu

Office Hours:
Tuesday, Wednesday and Thursday 11:00 am - 12:00 pm

Prerequisite: ENG 087 if required.

Course Description: This course is designed to help students adjust to college by giving them the information, support and strategies they need to feel secure in their college classes. It will help students clarify their goals, become familiar with the academic environment, and sharpen their ability to learn and think critically.

Special Note: This class is linked in a learning community with ENG 111-004, and everyone in this class should also be in the same ENG 111 class. We will work in this class on the subjects and issues of UCC 101 as well as shared assignments and support strategies for your ENG 111 class.

Our class has been assigned a tutor. All tutors in Elizabeth are in the ALC (Academic Learning Center Room 316). This is where our tutoring center is on the Elizabeth Campus.

Our class will also have a Student Development Specialist (SDS) - Ms. Sonia Vargas. She is a counselor who is assigned to our class. Ms. Vargas will meet with you in class as well as individually throughout the semester to discuss your classes, major, progress, and class schedule for the spring.

Student Learning Outcomes:

 By the end of the semester it is expected that each student will

1. understand what is expected of college students and how to meet these expectations.

2. clarify both short and long term educational and career goals.

3. utilize learning strategies in individual courses.

4. understand ways of thinking critically about articles, books, and other materials in the UCC Library, in databases, and online.

5. apply critical thinking strategies to learning and life situations.

English 111/UCC 101 Learning Community Handbook

Student Resources: The following is required for this course:

- *UCC 101 First Year Seminar*: *Union County College (CSFI card included)* by Gardner, Jewler, Barefoot, & Van Blerkom

- Academic Planner – included with *UCC 101 First Year Seminar*

- A pocket folder or loose leaf to keep all written assignments

- A folder for journal assignments and loose leaf paper for written work.

FINAL GRADE EVALUATION:

Final grades: A+, A, B+, B, C+, C, D+, D, F will be calculated in the following way:

Homework, journals (including two self-evaluations), and portfolio	25%
Midterm	15%
Quizzes	15%
Class Participation	10%
Final Exam (includes oral report on careers)	35%

At mid-semester, you will put together your folder of work, and write a mid-semester evaluation of the course and what you're learning. There will be another version of this assignment at the end of the semester. Each student will discuss these evaluations with me in two private conferences, one at mid-semester, and one at the end of the semester. These conferences are designed to keep you informed of your overall average for the course.

If your achievement is not satisfactory, you will receive a grade of "F" and will have to repeat the course.

Plagiarism: See student handbook

COURSE REQUIREMENTS/ASSESSMENT:

1. There are six core concepts. These concepts include: Strategies for Success, Time Management, Taking Lecture Notes, Strategies for Improving Reading Your Text, Major and Career, and Taking Tests.

2. The common final will be given to every student in every class.

3. Every class will be taken to the library at least twice.

4. Information literacy and library use will be integrated into an assignment focused on your Eng 111 research paper.

5. Every class will be taken to the ALC and its importance discussed.

6. By the end of the semester, every student will have explored what possible major they could declare and in some detail a career they think they might pursue.

7. Every student will make a verbal presentation to the class at some point during the semester.

8. Every student will use the Internet at some point in the course.

9. Every student will have an e-mail address and will be part of a distribution list for their class and use e-mail to communicate with their classmates and professor.

10. Writing will be done in every class.

11. Early in the semester every student will learn every other student's name in the class.

12. The classes are meant to be seminars with an emphasis on class discussion.

Regular attendance and preparation for each class is required. More than one unexcused absence may jeopardize your final grade. Students are expected to fully participate in class activities and group work. You are also expected to complete all reading, writing, library and Internet assignments on time. Quizzes and graded in-class writing can not be made up. Any work handed in late will be graded down.

WHEN YOU ARE ABSENT, IT IS YOUR RESPONSIBILITY TO CONTACT ONE OR MORE STUDENTS IN OUR CLASS, GET THE HOMEWORK ASSIGNMENT, AND RETURN TO CLASS HAVING DONE THE ASSIGNMENT THAT IS DUE ON THAT DAY. YOU ARE ALSO RESPONSIBLE FOR MAKING UP ANY CLASSWORK MISSED.

Dates to remember:

October 28 Last Day to Withdraw	September 7 & November 26 - 29	November 25 College open but no classes	Midterm Seven Week of Semester	December 21 Final

Tentative Schedule:

This is a <u>tentative list</u>, and may change as we progress through the semester. We will be scheduled for two ALC visits (the ALC is the Academic Learning Center Room 316. You can go there for free tutoring, typing a paper, using the internet or to study.) You will also have 1-2 Library visits which may change the schedule below.

Week Due	Chapter Description
One	o Introduction to UCC101 and Chapter 1 Getting On Course to Your Success
Two	o Read Chapter One, do all written journal assignments; journal what surprised you on pages 18-21 and why this information is or isn't important to you. Also read pages 267-279 Information Environment: Union County College Libraries. Before you go to the ALC and the Library, read how to create a password.
Three	o Before reading Chapter Two, journal what strategies you use when you read. Then read pages 48-50. Try using the reading strategies suggested while reading Chapter Two: Accepting Personal Responsibility: Pages 22-52. o Do all journal assignments. Also, journal what you thought of the reading strategies you used for this chapter. Include what you believe you need to do to become a successful reader? Journal how you read and learn information. Use the reading strategies on pages 48-50 for this week and journal your thoughts on these new strategies.
Four	o Chapter Three, Discovering Self-Motivation pages 53-86. Before reading the chapter, read pages 81-84 on Effective Note Taking. Use the strategies suggested to take notes on Chapter Three. Do all journal assignments in the chapter
Five-Six	o Before reading Chapter Four, Mastering Self-Management Pages 87-119, read Effective Writing on pages 113-117. What do you do now when you prepare to write an essay? What strategies do you use during the writing of your essay? What do you do after you write an essay? When do you revise your writing? How many drafts do you write before you hand it in? Use some of the strategies suggested on your next writing assignment and journal which strategies you used and how useful they were. Do all journal assignments in this chapter.

Seven	o Mid-term examination and "Taking a Mid-semester Pulse."
Eight-Nine	o Before reading Chapter Five, Employing Interdependence pages 120-146, read pages 142-144 on Effective Studying. Journal which strategies you already use and use of the strategies this week and journal how successful the new strategies were. Do all journal assignments in this chapter.
Ten-Eleven	o Before reading Chapter Seven, Adopting Lifelong Learning pages 176-209, journal which strategies you use when you want to learn something and remember it. Read pages 205-207. Which of the strategies listed do you do? Choose several of the strategies listed and use them to learn the information in your other classes. Journal how useful they were. Do all journal assignments in this chapter.
Twelve	o Read Chapter Eight, Developing Emotional Intelligence pages 210-234. Do all journal assignments in this chapter. Also journal why emotional intelligence is important.
Thirteen-Fourteen	o The last two weeks are for reviewing and for oral reports.
Fifteen	o Final Exam.

Assignment Due: September 21st

Journal: Each week you will write a journal about our class. You will include what you learned in that class. Include your thoughts about the topic- what you liked or disliked- and why. You will also include how your other classes are going. Most of the topics we will discuss are related to your other classes.

Your journals will be handed in a folder. Put your name and class (UCC 101-031 on the front cover. Number your journals and date them. The date will always be the day you had the class.

Today's journal will be number 1. Tell me what you thought about today's class. What- if anything- surprised you? What do you want to learn in this class? How are your classes going? What are your thoughts about being a new student? Many students work and go to UCC. How can you be successful here and at work? Many students get stressed at the beginning of a new semester. What-if anything- is stressing you? After you read the history of UCC, tell me, what surprised you about the history of UCC? Why did you choose to attend UCC?

***Read in our text : The First Year Seminar:* Your College has a History from pages v-ix and pages 5-23.**

 1-Do the Self-Assessment on pages 6-8. Do all journals assignments in this chapter.

 2- Answer the following questions about this semester: How much homework do you expect to get in each class? How often do you think it will be checked? How are grades determined? You are going to read large amounts of information in every class. What is important to remember in this chapter? How will you learn the information on these pages? Suggested strategies: Highlight the important information? Take notes? Outline each page? Be prepared for a very short quiz on chapter one for next week. Practice for the quiz by making questions for yourself. The quiz might be a True/False, fill-in the blank or a question. There are practice questions for each chapter online (See Page vii) .

Example: 1. T or F The main ingredient in all success is wise choices.
              2. The main ingredient in all success is _____ _____.
              3. What is the main ingredient for success?

There is a card with a pin # with your UCC 101 book. It's called College Success Factor Index. (CSFI) It is a computer survey you will take. DO NOT THROW THE CARD AWAY.   Your password is: pmfall09

In order to prepare for our ALC and Library sessions please read pages 267-276.
Make sure you know your student number (college wide identification number-CWID) and have created a password before our ALC and library sessions (pages 269-270).

The Scavenger Hunt is due on September 28th . Extra credit if you hand it in before the date due.

Useful Presentation Skills Websites

Presentation Skills

University of Newcastle-on-Tyne
http://lorien.ncl.ac.uk/ming/Dept/Tips/present/present.htm
Tips on giving oral presentations and how to prepare posters for presentations.

ESL Partyland
http://www.eslpartyland.com/teachers/nov/listen.htm#Reading
Geared towards ESL students and teachers. Lessons and handouts for teachers on presentation skills.

Baylor University
http://www3.baylor.edu/LIRT/lirtpres.pdf
A pdf in the form of a brochure with tips on what to do when giving a presentation.

The Learning Centre
http://www.ncistudent.net/StudySkills/PresentationSkills/Presentations2.htm#1000 –
Do's and don't's when giving a presentation

Section Four

Shared Lesson Plans
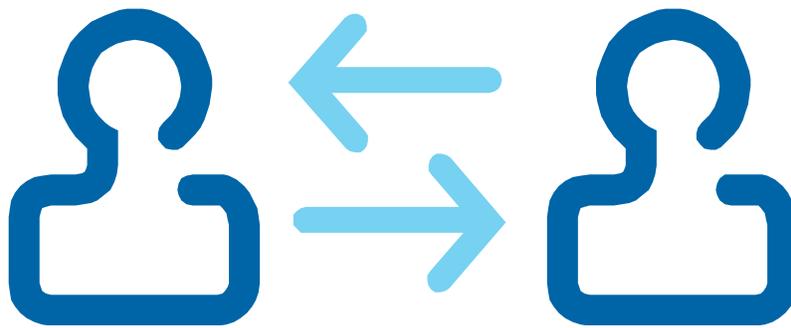
Prof. Lynn Meng
Course: UCC 101
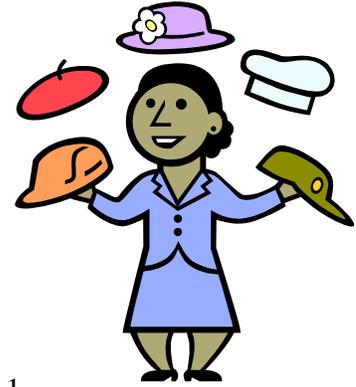
Lesson Name/Theme: Career Project

Objective of this lesson:

- Write a career essay for UCC 101 and possibly English 111
- Participate in an Oral Presentation about careers
- Analyze career values
- Explore career options

Materials/Realia:

- Computer lab
- Access to UCC library databases and other websites
- Overhead project for use with Oral presentations

How can this lesson be linked in the other class?

- English 111 teacher could ask students to write an essay about what they learned about their careers

- English 111 teacher could introduce paraphrasing/summarizing in their class

- English 111 teacher could work on documenting sources

- English 111/UCC 101 teachers could share oral presentations in each class

Example lesson:

See attached lesson

Use of mentors/tutors/materials for mentors or tutors:

- Assist students with database

- Encourage students to consult with career counselors

- Remind students of importance of attendance for library and oral presentation dates

English 111/UCC 101 Learning Community Handbook

UCC 101   CAREER VALUES PROJECT (1)

For this paper you are going to explore reasons for choosing a career and career expectations.

Section I: Motivation

In the first section of the paper, explain your motivation in choosing a career. What has attracted you to this field? What are your sources of inspiration? What values are important to you in a career? Use material from:

- The handouts about career values

- A short interview with someone you know who has experience in this field or in a related field. (Optional)

Some of you are undecided about your major at this point. **That's fine!**

Write about your uncertainty in the paper.

Use this career project as a way of exploring different options.

Section II: Research

The second section of the paper should include pertinent information about your field from the web sites we research in class:

- Ferguson's Career Resource Center (a UCC library data base)
- www.bls.gov
- www.acinet.org .

Consider qualifications, skills, knowledge, responsibilities, and future prospects.

You may also use information from www.ucc.edu .

Cite the source of **all** of your statistics and quotes, both direct and indirect.

Section III: Conclusion

For the conclusion of the paper, include some reflection on what you have learned from your research. In addition, discuss your future plans. If you are not sure about a major, discuss some of the possibilities that you are considering.

Two - Three Pages - 12-font, double-spaced

- o **Due Monday, 4/6:   First draft and Oral Report**

- o **Due Monday, 4/20: Final draft**

For your oral report, you do not need to talk about your entire paper. You could focus on your reasons for choosing the major, describe your research, or tell us about your interview. Plan to speak for about 4 – 5 minutes.

UCC 101   CAREER VALUES PROJECT (2)

For this paper you are going to explore reasons for choosing a career, job satisfaction, and career expectations.

Section I: Motivation

In the first section of the paper, explain your motivation in choosing a career. What has attracted you to this field? What are your sources of inspiration? What values are important to you in a career? Use material from:

- The journal entry you have already written about current job / motivation

- The handouts about career values

- The Discover program

- Your individual session with a *Center for Student Success* Career Specialist

Some of you are undecided about your major at this point. That's fine! Write about your uncertainty in the paper. Use this career project as a way of exploring different options.

Section II: Interview

For the second section of the paper, choose one person to interview. This should be someone working in your intended career **or in a related field**. We will compile a list of questions in class; it is not necessary, though, to ask all of the questions. Use a tape recorder and/or take good notes. Be sure to listen to the responses and ask follow up questions. For your paper, **do not** include the transcript of the interview. Instead, put this information into paragraph form.

Section III: Research

The third section of the paper should include pertinent information about your field from the web sites we research in class: www.bls.gov and www.acinet.org and others. Consider qualifications, skills, knowledge, responsibilities, and future prospects. You may also use information from www.ucc.edu .

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Conclusion:

For the conclusion of the paper, include some reflection on what you have learned from your interview and research, and also discuss your future plans.

Cite the source of **all** of your statistics and quotes, both direct and indirect.

Three – Five Pages - 12-font, double-spaced

- o **First draft due: Tuesday, October 17**

- o **Final draft due: Thursday, Nov. 2**

- o **Oral Reports: Week of October 23**

Prof. Lynn Meng
Course: UCC 101

Lesson Name/Theme: Debate

Description of this lesson:

A successful joint project in our UCC 101 / ENG 111 learning community was a debate in UCC 101 followed by a corresponding opinion essay in ENG 111. Over several weeks, UCC 101 students chose debate topics, formed teams, discussed the issues, used library databases for research, and developed debate speeches. Extensive collaboration was evident, with students meeting outside of class in addition to class time spent on the project. During these weeks, both instructors covered related topics such as persuasive writing, counter argument and refutation, effective use of research, and tips for oral presentations. The debates were well prepared, lively, and provocative. The opinion essays written for ENG 111 on these topics were well developed and insightful.

Objective of this lesson:

- Create and present a debate based on
- Develop critical thinking skills
- Collaborate as a team
- Enhance critical thinking skills

Materials/Realia:

- Access to computer lab to do research
- Overhead projector ELMO for debate

How can this lesson be linked in the other class?

- Students can do some of the research in the English 111 class

- Students can also write an opinion essay in English 111

- Learn how to incorporate the research they are doing in English 111 into their debate.

Example lesson: See attached lesson

Use of mentors/tutors/materials for mentors or tutors:

- Assist students in researching databases

- Work with debate teams in preparing for debate

- Remind students of the importance of attendance and

- Participation in preliminary group work for the debate

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DEBATE PREPARATIONS

1. Make a list of possible arguments for your position.

1. Discuss these issues with your teammates.

2. As a group, think of possible examples or anecdotes that are persuasive.

3. Decide how to divide the topic; i.e. who will cover each area?

4. Make a list of questions for your opponents.

5. Think of counterarguments, or rebuttal.

- **What points do you expect your opponents to make?**
- **How will you refute these points?**

7. Do some research to find supporting material. Look for:

- examples
- anecdotes
- statistics
- quotes

8. Talk to friends, family, or coworkers about your topic. Consider their arguments, both pro and con.

9. Prepare a four - five minute debate speech. (*Each* person will give a speech covering different aspects of the topic.)

10. Prepare at least two questions to ask your opponents (coordinate this with your teammates – two questions each). On the day of the debate you may think of more questions, but don't count on this.

11. Practice your speech at home. Practice in a loud, clear voice.

12. Make visual aids to enhance your speech.

- Prepare an outline of key points.
- Charts or photos might also be appropriate.

13.   Take notes during the debate. Listen carefully to **all** of the speeches.

14.   Do not interrupt your opponents or teammates.

   *   *The audience will remain silent during the debate, but will have a chance to comment at the end of the debate.*

UCC 101 Debate Reactions

1. For **your** debate topic, write one or two pages describing your reaction **after** you have participated in the debate. Discuss the following:

> * What are the most compelling arguments for your position?
>
> * What were the most convincing points that your opponents made?
>
> * What points did you want to make, but you didn't get a chance to cover?
>
> * Did you change your mind about any issues after the debate? Explain.
>
> * What would you do differently next time for an oral presentation? Discuss.

2. For **each** of the other debate topics, write one page describing your opinion. Discuss:

> * What were the most compelling arguments for the pro side?
>
> * What were the most persuasive arguments for the con side?
>
> * Did you change your mind about any of the issues after the debate? Explain.

Oral Presentation Rubric

Name_____

Topic: _____

1. **Content of debate speech**

   o Coverage of significant points:

   o Supporting examples:

   o Statistics, anecdotes, quotes:

   o Visual aids:

2. **Presentation**

   o Fluency:

   o Appropriate pace:

   o Pauses:

   o Eye contact with audience:

   o Clear pronunciation:

3. **Questions**

   o Probing questioning of opponents:

   o Refutation of opponents' points:

   o Defense of position:

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Prof. Lynn Meng
Course: UCC 101

Lesson Name/Theme: Time Management

Objective of this lesson:

- Discuss time management issues in course via case studies
- Apply related principles from UCC 101 textbook
- Write a related in-class essay for English 111

Description of lesson:

See attached lesson description

Materials/Realia:

- Access to computers

How can this lesson be linked in the other class?

- Students discuss how to manage time in UCC 101 as it relates to completing English 111 assignments, particularly the research paper
- Students learn how to manage their time appropriately to complete all English 111 assignments and to pass the course.

Example lesson:

See attached lesson

Use of mentors/tutors/materials for mentors or tutors:

- Work with small groups to formulate time management recommendations
- Assist student "actors"
- Share personal anecdotes related to time management, if applicable

Time Management Case Studies

Suggestions for use in UCC 101 class:

- Distribute case studies (see below).
  (If you have a 55-minute class, you might want to use just three cases.)

- Call on four students to read each case aloud.

- Divide class into groups to discuss cases.

- Assign two or three cases for each group.

- Choose one group of four students to play the parts in the cases studies.
  (Consider in advance whom you would like for each role.)

- Explain to this group that they will "act" the roles of the characters.
  (They will need some time to "get into" the part.)

- Advise the actors that they should not readily accept suggestions from the class. A little attitude enhances the discussion.

Discuss each case one by one as a full class with the actors sitting in front.
(They will probably feel more comfortable sitting together as a panel rather than facing the class alone, but I've done it both ways; many students seem to enjoy the spotlight.)

The class will call out suggestions or questions and the actor will respond. Finally, the actor can say which of the suggestions he or she plans to follow.

This activity always results in a lively discussion of time management issues. Students have a much easier time recognizing misguided behavior in others (don't we all!) and are able to respond readily with advice.

Follow-up activity for ENG 111:

Use the theme of time management for an in-class writing, possibly as practice for a midterm or the holistic exam.

For example, students could write a letter of advice to a friend struggling to balance work, family, and college. Or they could write about their own challenges in dealing with time management issues.

Time Management Case Studies   Prof. Lynn Meng

Read the following cases based upon the lives of actual students.

1. Karla was a very good student in high school. Now she is a full-time student at UCC majoring in psychology. She also has a full-time job at a local shopping mall. Lately, her boss has demanded that she work a lot of overtime. Although Karla appreciates the extra money, she would rather not work overtime because the job is interfering with college. She has had to miss a number of classes because of her job, and she's having trouble keeping up with her courses. Some of her professors have lowered her grades on late assignments. Karla is unhappy with her boss and her professors. She feels that everyone is against her.

2. Alex has one full-time job and two part-time jobs. He says that he needs these jobs to pay for his cell phone, new car, and tuition. He is a full-time student at UCC, but is struggling to get decent grades. Several of his professors warned him at mid-semester that he is in danger of failing. On top of that, his girlfriend has been complaining that Alex doesn't spend enough time with her; she is threatening to break up with him. Alex has been feeling a lot of stress lately.

3. Sam is studying nursing at UCC. He is doing well in most of his courses, but really can't stand his math class. He has missed several classes and rarely studies the textbook because it's boring and he doesn't understand the material. A counselor suggested that Sam talk to the professor, but he is afraid that the professor will think that he's not intelligent. Sam is hoping that the professor just won't notice that he's not doing well. He figures that he might get lucky and do well on the final; then he'll be able to pass the class. Anyway, Sam thinks that it's unfair that he has to take math courses since he wants to be a nurse, not a mathematician.

4. Nancy is struggling to keep up with her classes this semester. She has a full-time job and two children. She has always been a responsible employee and wants to do well at her job so that she will be eligible for a promotion. Her highest priority, though, is her children. Nancy is a devoted mother who spends a lot of time with her family. However, lately her husband and mother-in-law have been complaining that she doesn't spend enough time at home doing housework. Nancy is finding it difficult to attend every class and keep up with the assignments; as the days go by, she's been feeling more and more stressed out.

In your group, choose two or three cases. Write at least five suggestions or recommendations for each. Use some information from our text.

Course: UCC 101/English 111

Lesson Name/Theme: Ways to Benefit from Tutoring in the ALC

Approximate time (class meetings) needed for lesson:

30 minutes +/- depending on discussion

Objective of this lesson:

* Discuss how students can use their time with tutors most effectively

* Discuss students' expectations of tutors' roles.

Materials/Realia:

Handout (see attached)

How can this lesson be linked in the other class?

* Learning Community Students are encouraged to go to their designated tutor for any questions for either class. Discussing tutors roles and students' expectations will help both students and tutors maximize their time together. This lesson can be discussed in either class.

* Before an essay is due, English 111 teachers can ask students to summarize the handout and encourage them to bring their drafts to a tutor.

* A journal can be assigned asking students to reflect on their experience (what part of their essay needed the most help, what do they plan to do differently when writing their next essay.)

Example lesson:

See attached

Adapted from Prof. Lynn Meng's materials

Ways to Benefit from Tutoring in the ALC:

- **Sign in** at the front desk.

- **Identify yourself** as an English 111 Learning Community student.

- Be **specific** in your requests.
  - Tell the ALC staff **what** you are having trouble with.
  - Pinpoint which sections of a text are difficult for you.

- Bring your **books** with you.

- Show your **assignment sheet** to the staff.

- Be **realistic** in your requests for help.
  - Ask for help with particular writing points such as:
    - paragraph unity
    - topic sentences
    - coherence
    - run-on sentences
    - fragments
  - Do **not** expect the ALC tutor to write or edit an essay for you.
  - Listen carefully to feedback – the tutor will not write on your paper.
  - Understand that tutoring takes time.

- **Plan ahead** so that you can take advantage of the ALC services.

- **Be polite.**
  - Do **not** use your cell phone in the ALC for calls or texting.
  - Do not eat or drink in the ALC.
  - Thank the ALC staff for their assistance.

Adapted for English 111 LC   **Prof. Lynn Meng**

Course: UCC 101/English 111

Lesson Name/Theme: Editing Review

Objective of this lesson:

*To teach students how to become effective editors of their own work

*To review grammar points discussed in class (run-ons; comma splices, fragments, verb tenses, agreement

Materials/Realia:

Editing handout

How can this lesson be linked in the other class?

*Both instructors can use this handout when returning essays.

*English 111 instructor can require that students complete and attach it to a 2nd or 3rd draft.

Example lesson:

See attached

Use of mentors/tutors/materials for mentors or tutors:

*Students can ask tutors to review their completed handout for accuracy

*Tutors can show students how to access Skills Bank in the ALC computer lab for follow up review.

Adapted from Prof. Lynn Meng's materials

Eng. 111/ UCC 101

Name _____

Prof.

Read the comments on the essay that you have just received. **Pay special attention to comments about content and organization**. Then look at the editing symbols. In the space below, correct errors related to each category. Use another paper if necessary. Show them to your LC tutor in the ALC. **Ask questions!**

run-on and comma splice sentences (RS)

_____

_____

_____

_____

_____

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fragments (FR)

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verb tense (T)

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agreement (AG)

_____

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Course: UCC 101/English 111

Lesson Name/Theme: Personal Assessment of Learning Strategies

Objective of this lesson:

* review learning strategies discussed in class and in textbook

* reflect on personal learning strategies

* review for final examination

Description of lesson:

This is an essay assignment to help students link class content to their own lives.

Materials/Realia:

Handout

How can this lesson be linked in the other class?

* UCC instructors can ask students to reflect on how they went about accomplishing their English 111 research papers as they answer these questions.

For example: how did they take notes for their research paper and was it effective. Would they do something different the next time they write a research paper?

Or, how did their learning style mesh with the learning style of the English 111 professor? Was it similar or did they have to adapt their style of learning.

Example lesson:

See attached

Adapted from Prof. Lynn Meng's materials

Personal Assessment of Learning Strategies

For each of the questions below, write about *your* personal experience with the strategies explained in our textbook, *Practicing College Learning Strategies.*

1. Review the principles of scheduling on p. 17. Explain how you have or haven't been applying these principles.

2. Look at the Quick Reference Guide to Memory Principles on p. 75 and review the explanations on p. 76 – 85. Discuss in detail four or five principles that you have been able to apply this semester. Which areas do you think you need to work on? Explain in detail.

3. Reread the section on short-term and long-term memory on p. 90 – 96. Discuss five points that seem especially important to you.

4. Describe your methods for taking notes from lectures and your reading. What suggestions from Chapters 5 and 6 do you plan to incorporate into your study plan for future semesters?

5. Describe **your** learning style, using points from Chapter 7.

The paper will be approximately 1,000 words, double spaced. You may use some direct quotes from the book, but most of the paper will be about *your* experience with the material. Do *not* copy the questions; number each answer.

Course: UCC 101/English 111

Lesson Name/Theme: Semester Reflection

Objective of this lesson:

*Students reflect on their course experiences and their study strategies that were/weren't successful over the semester.

Materials/Realia:

Handout

How can this lesson be linked in the other class?

* English 111 or UCC 101 faculty can use this either mid-semester or at the end of the semester.

* If assigned before conferences, faculty and students can use as a springboard for discussion.

Adapted from Prof. Lynn Meng's materials

Reflections on the Semester – UCC 101   **Name** _____

1. List some of your successes so far this semester:

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. What strategies / studying methods have you used that have worked well for you?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Are there strategies / studying methods that *haven't* worked well for you?

_____

_____

_____

_____

_____

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4. How many times have been late or absent this semester? Why have you been late or absent?

_____

_____

_____

_____

_____

_____

5. If you have faced any problems in this class or in other classes, what have you done to try to resolve these problems?

_____

_____

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_____

_____

_____

_____

_____

6. Do you plan to make any changes to your studying approach to achieve greater success?

_____

_____

_____

_____

_____

7. What are your goals for the rest of this semester? Next semester?

_____

_____

_____

_____

Course: UCC 101/English 111

Lesson Name/Theme: Using Scaffolds to teach Argumentation

Approximate time (class meetings) needed for lesson:

3-4 class meetings

Objective of this lesson: To

- introduce the elements of argumentation
- analyze these elements, especially counterarguments and rebuttals
- generate thesis statements
- use debates in UCC 101 class as a springboard for the writing process
- use peer editing to reflect and review the 1st draft.

Materials/Realia:

1. Access to library databases and newspapers

2. ELMO

Link with UCC 101 class

The UCC 101 organizes debates around the topics that students use for their argumentative essays. Part of the preparation for the debates is doing research to gather support for their position on a specific issue. This research is also used for the essays that students eventually write. Students are also encouraged to take notes during the debate which they can use to build their counterarguments and rebuttals. Very often students have trouble in formulating a counterargument and an effective rebuttal which is why a debate is very useful.

Example lesson:

See attached appendices

Appendix 1

Research Activity 1

<u>Evaluating sources</u>

For this assignment, you will do the following:

- Use a checklist and search engines to evaluate the validity of 2 websites

- Compare the websites

- Use search engines to confirm the authenticity of the information in these sites

- Navigate college library databases.

Activity 1

- Go to the following website: <u>http://home.inreach.com/kumbach/velcro.html</u> and

    answer the following questions.

    - Who is the author of this website?

    - Which university or institute is he affiliated with?

    - How can you get in touch with him?

    - When was this page created?

    - Go to *google images* and download some pictures of Velcro.

Activity 2

Paired Activity

- Go to www.ucc.edu

- Go to the college library database.

- With your partner, think of ways in which you could corroborate or not the information you got from the source in Activity 1.

Activity 3 – **Paired**

- Download the form at http://www.tammypayton.net/courses/print/rubric3.htm

- Print 2 copies and use them to evaluate the websites that you visited.

Activity 4

Post your replies to this prompt on the blog:

 What are some points to keep in mind when you use a non-print source in your research?

Why is it necessary to be careful about the quality of your sources?

Appendix 2

Research Activity 2

For this assignment, you will work with a partner to look for articles relevant to your paper.

- Go to the college library databases and type in keywords to look for relevant articles.

- Skim the abstract and work with your partner to assess its relevance to your paper. What are some criteria that these articles should have?

- Choose 2 of the most promising articles that you find. Each of you should choose one and write down the following information:

    o Name : _____

    o Author : _____

    o Date published: _____

    o Book or journal from which it has been taken: _____

- Now highlight and paraphrase a section you think most useful.

- Write a 5-sentence reaction to this article. You can include your opinion about the writer's perspective and the evidence the writer has used. Also, note its usefulness in terms of its timeliness and its reliability.

- Exchange the article and your review with your partner. Read the 2nd article and see if you need to add anything to your partner's assessment.

Appendix 3

Generating counterarguments

This is the prompt for your essay: *(Ex. Should downloading music be made legal?)*

What are some criteria that define a good argument?

1.
2.

Use the table below to help you generate your counterarguments.

Write your position here:			
Support for your position	Why you think this support works	Possible counterargument	How you could refute it.

(Adapted from Nussbaum & Schraw, 2007)

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Appendix 5

Peer editing for Draft 1

Reviewer's name_____ Writer's name_____

This assignment is worth 5 points. Please read your peer's essay carefully and answer the following questions. Remember that an answer of "Everything was fine and nothing needs to be changed" is not useful to your partner. You should make comments that will help the writer improve on this draft. Your work will be graded according to the quality and the helpfulness of your responses.

1. What issue is the writer talking about ?

   _____

2. What is the writer's position on this issue? How do you know?

   _____

   _____

3. What support has the writer used?

   _____

   _____

   _____

4. What is the writer's counterargument?

   _____

   _____

   _____

5. How effective is the refutation?

_____

_____

6. According to you, what is the strongest section of the essay?

_____

_____

_____

_____

7. What suggestions do you have for the writer?

_____

_____

_____

_____

Course: UCC 101/English 111

Lesson Name/Theme: Peer Review

Approximate time (class meetings) needed for lesson: 40 minutes (+/-)

Objective of this lesson:

*Help students become more effective peer reviewers

Description of lesson: Before asking students to peer review, it's helpful to discuss why peer review can be helpful. You might elicit answers from the class, such as *"It allows you to get someone else's opinion about your work; it can tell you if something is not organized clearly; if information is not relevant; if you need to add more details, or if something not clear. It is also a good way to see how someone else might approach the same topic, or it may give you more ideas of other ways of writing."*

Next, it's helpful to model a good peer review on a paragraph or short 1 page paper.

Then, ask students to swap essays and fill out the "Peer Review Sheet" (see attached). Depending on the essay length, this may take from 15 – 30 minutes or more.

After, students regroup and discuss their comments with each other.

Materials/Realia:

Handout

Overhead (if you're modeling a good peer review)

How can this lesson be linked in the other class? Peer reviews are typically done for the first draft of English 111 essays; however, UCC 101 instructors can also incorporate this step if they assign essays.

This can also be used as a discussion point in a UCC 101 class on communication regarding giving feedback (polite versus impolite comments…)

Example lesson: See attached

Use of mentors/tutors/materials for mentors or tutors:

Students can also bring their Peer Review Form to the tutor and ask tutors if their newly revised essay has addressed the Peer Reviewers comments/suggestions.

Peer Review Response Form – Persuasive Essay

Writer's Name: _____   **Reader's Name:** _____

Please focus on the ideas in the essay rather than the grammar or spelling. Discuss only those mistakes that might interfere with understanding.

Essay Organization/Structure:

1. **Introduction:**

   a. Does the writer include a thesis statement?   Yes / No
   b. Write the thesis statement here:
   c. Does the author catch your attention?   Is it interesting?   Yes / No
   d. How does she catch your attention? Explain if she uses statistics/story/etc.

2. **Body**

   a. Does the writer include enough support (details, explanations, definitions) to support her thesis? List a few of them.

   b. Does the writer include any refutation/counter-arguments? Explain.

3. **Conclusion**

   a. How does the author conclude the essay? Is there a call to action, a restatement of the topic…

Essay Coherence:

   1. Is each paragraph coherent? How does the writer achieve coherence? Identify if she repeats any words/use pronouns/transitions, etc.

Citations:

1. How many quotes does the author use?

2. Does the author give credit by naming the person/book/website for each quote in either a signal phrase or an in-text citation?

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General Comments:

1. Do you have any questions for the writer? Is there anything that is unclear? Does the writer persuade you of her point of view?

2. What did you like best about the essay? Be as specific as possible.

3. How could the writer improve this essay when she revises? Make at least two specific suggestions.

Course: UCC 101/English 111

Lesson Name/Theme: Essay Rubric

Objective of this lesson:

*Students will understand the professor's grading method of essays
*Students will assess their own essays before submitting them to the instructor.

Description of lesson:

I find it helpful for students to know how their essays will be evaluated, so before assigning their second draft, I give out the attached rubric and carefully go over what I expect in their papers.

Students are then asked to carefully review their essay according to the rubric and make any changes if necessary. Instructors can also have students 'grade' themselves according to the listed criteria.

Students will attach the rubric to their draft. When grading the essay, the instructor can include comments on the rubric, or simply circle the areas that are weak and need work. Students are expected to turn in the original grading rubric with their final draft.

For the final draft, the instructor once again goes through, making any comments in the appropriate sections. I average the two scores for the final grade, but some instructors may decide just to give the final draft grade.

Materials/Realia: Handout

How can this lesson be linked in the other class?

In either class, when asking students to do personal assessments of their work (mid or end of semester), students can be encouraged to review their rubrics and see if they had problems in one area (content, organization, grammar…) Can they notice any trends? Are they strong in one area and weaker in another? What can they do to address their weaknesses in future essays? This sort of reflection helps students become independent editors of their own work.

Example lesson: See attached

Use of mentors/tutors/materials for mentors or tutors:

Students can bring their rubric to the tutors when getting help on their essays for additional help. For example, if the rubric mentions that the student needed in-text citation help, the student can ask the tutor for clarification on this topic.

Rubric adapted from: Oshima, Alice and Anne Hogue. *Introduction to Academic Writing, 3rd edition.* White Plains, New York: Pearson-Longman, 2007

Name:	Maximum Score	Actual Score – Draft 2	Draft 3
Format – 2 points Title Centered, double-spaced, page numbered, 12 point font, margins, name			
Punctuation and Mechanics – 8 points Periods, commas, quotation marks, capital letters, spelling			
Content –30 points Fulfills the requirements of the assignment in 6 pages The essay is interesting and original. Demonstrated completion of 'solutions' The essays shows that the writer used care and conducted research.			
Organization – 30 Essay has a clear introduction, a body and a conclusion Each paragraph has coherence Transitions or other techniques are used to link paragraphs Each paragraph discusses a new point and begins with a clear topic sentence. Each paragraph has supporting materials: facts, examples, quotations, paraphrased information, etc.			

In – Text Citations/Works Cited – 20 points			
Does not exceed 6 in-text citations			
Follows MLA format			
Paraphrases and quotes correctly – using signal phrases when appropriate			
Includes a Works Cited page if necessary which follows MLA format			
Grammar and Sentence Structure – 10 points			

Course: UCC 101/English 111

Lesson Name/Theme: Give Oral Presentations/Giving a presentation about your name

(This lesson was adapted from one found on the Internet at

http://iteslj.org/Lessons/Clark-Gareca-Names.html)

Approximate time (class meetings) needed for lesson:

½ class, about 1 hour

Objective of this lesson:

- To introduce students to the idea of giving oral presentations
- To have students give a presentation on a high interest topic (their name)
- To have students discuss and think about the elements of a good oral presentation
- To promote class dynamics by allowing students to learn more personal information about each other

Description of lesson:

- Students are given written instructions the previous week to research information about how they were named. Students are encouraged to talk to parents and/or relatives to find out this information.

- Students write a brief (1/2 page) description of how they were named or take notes on note cards

- Teacher has discussion on the keys to giving a good oral presentation (tone/pitch of voice, body language, eye contact, use of realia, pronunciation, etc.)

- Students present to each other and are encouraged to ask questions.
- Presentations are limited to about 5 minutes, with 1 minute for additional questions from classmates

- After each student has presented (and the teacher, if he/she so chooses), then a general discussion of how it felt to present, student concerns when presenting, etc. can follow.

Materials/Realia:

None needed unless students have something to display to each other, then you might want an ELMO or overhead.

How can this lesson be linked in the English 111 class?

- This could be used as practice for another, larger presentation that will incorporate information researched in English 111

- Students could write an in-class essay/journal on the experience of giving an oral presentation and what they learned about this experience and how they can use these experiences in their other classes.

Example lesson:

See attached lesson

Use of mentors/tutors/materials for mentors or tutors:

- If a mentor is available, they can participate in the presentations themselves

- The mentor could share how they have done oral presentations in their own classes

- The mentor could talk about what they found the most difficult about giving oral presentations/they could discuss what they think teachers are looking for when giving oral presentations

UCC 101

For class next week, you will do a **mini-presentation** (**1 to 2 minutes**) <u>about your name</u>. Many people from other countries have names that have a meaning, or often have an interesting story about how they were named.
In considering your name for the presentation, think about the following:

- ➢ **Does your name have a special meaning in your native language, or for your family?**

- ➢ **Were you named after someone important or special or after someone in your family?**

- ➢ **Who named you, and why?**

- ➢ **What was your nickname as a child? Why did people call you this?**

- ➢ **What bothers you most about your name? For example, do people mispronounce it, does it sound strange when people say it in English, or do you just not like your name?**

- ➢ **Finally, did you learn anything from your family by doing this mini-assignment?**

In order to complete this assignment, you may have to talk to someone in your family. If you don't live with your family, you don't have to make a long-distance call, but you should try to find out as much information as you can.

Next week, for the presentations, we will sit in a circle and do this informally so as to lessen the stress. When you do your presentations for the research paper, you will do this standing in front of the class.

Course: UCC 101

Lesson Name/Theme: Ice-breaker/UCC 101 Bingo

(Thanks to June Pomann for this lesson.)

Approximate time (class meetings) needed for lesson:

1st class meeting/45minutes-1 hour

Objective of this lesson: To

- Allow students to get to know each other and the teacher
- Discover areas of similarities
- Provoke discussion
- Create a "group" feeling among classmates and teacher

Description of lesson:

- ❖ Teacher distributes handout called "UCC Bingo" to each student
- ❖ Students move around room to find students who match the descriptors in each box
- ❖ Students are encouraged to speak to every students and the teacher
- ❖ When a student has found a classmate who answers each box (either diagonally or vertical/horizontal) that student has "UCC bingo".
- ❖ Alternative: Distribute some kind of prize to first student to get UCC bingo, or give a small prize to everyone (prize could be a 3-ring binder, pencils, pens, etc).

Materials/Realia:

- None, although if an ELMO or overhead is available, teacher could put a copy of the activity on the screen for students to see/explain it necessary.

How can this lesson be linked in the other class?

- If UCC 101 class meets first, the students could report back in the English 111 class about what they learned about a classmate/several classmates from doing the UCC bingo. This will encourage them to learn each other's names faster.

Example lesson:

See attached

Use of mentors/tutors/materials for mentors or tutors: If a mentor is available the first class, they can circulate as the students try to find classmates that fit the descriptions in the game or they can help explain the categories.

UCC 101 BINGO

Find one person who fits each box; try to get a different person for each box and no more than 3 boxes about one person.

Whoever gets the most boxes filled wins. Be ready to say who the person is and describe how he or she fills the box.

Someone who was born in the same country as you	Someone who went to at least one year of high school in the United States	Someone wearing jeans	Someone who has a child or children
Someone who has no family living here besides who lives in their apartment or house in the U. S.	Someone who has family living in another state of the U.S.	Someone who has lived in more than one state of the United States. New Jersey and _____?	Someone who has family living in New Jersey but the relative is not living with you
Someone who works during the day full time or part time	Someone who works after this class	Someone who went to New York City this summer	Someone who writes poetry
Someone who speaks 3 languages fluently	Someone who loves to write Stories or writes in a journal	Someone in a band or a choir or other musical performance group	Someone who drives a car to school
Someone who has the same major as you	Someone who is in three classes with you this semester	Someone who is the first in their family to go to college	Someone who watched the Olympics in China on TV
Someone who works more than one job	Someone who learned English in the United States	Someone who is excited about attending UCC	Someone who speaks only English at home

English 111/UCC 101 Learning Community Handbook

Course: UCC101/ENG111   **Prof. Will Van Dorp**

Lesson name: Making Time Management Real

Time requirement: Initially, one hour in class/one hour homework. Then seven 10-minute in-class writing assignments.

Objective: To help students apply the UCC 101 time management discussion in ways to plot a successful course through the research paper writing process

Description of the lesson:

1. State as a goal that each student will write a passing research paper

2. Review and discuss the UCC 101 time management discussion.

3. Count/study the series of ENG 111 research paper deadlines as outlined on the 111 syllabus. This semester, for example, the syllabus mentions six deadlines related directly the research paper. See *

4. Have students form groups of three for the following task. For each deadline, the small group should discuss and create a list of features of, steps involved, and time required for this deadline. After adequate time (10 minutes?), small groups should report out to the large group. Teacher should record highlights on a board.

5. As a large group, discuss ways students can ensure finding time in their schedules to complete these steps in the process of writing a research paper.

6. Homework: The student should write a process "mode" essay using information from the class discussion.

7. On the dates below, students will be asked to write a 10-minute report on meeting/not meeting the deadline.

    - Deadlines this semester are 2/27, 3/6, 3/13, 4/3, 4/17, and 5/1.

It seems obvious that this activity links the UCC101 and the ENG 111 .

Mentor role: During the discussion, the mentor will comment on the feasibility of and possible pitfalls involved in the students ideas.

Course: Learning Community UCC 101 with ENG 111   **Prof. June Pomann**

UCC 101 Learning Community Lesson Plan based on the theme that engagement is a necessary part of lifelong learning. This assignment is a predecessor to the oral report and research paper to be assigned in ENG 111.

Lesson Name :

A collaborative library research report and oral presentation. The benefits and importance of engagement in research as well as in choosing a career.

Approximate time (class meetings) needed for lesson:

The amount of time needed may vary depending on class size. Students will be given a month to do the research. The amount of classes needed will depend on if the class is fifty five minutes or an hour and fifty minutes.

Class meetings will include a lesson on: 1-importance of engagement in life long learning 2-library research; 3- how to give an oral interview and take notes 4-use of note cards; 5- how to give a group oral presentation using note cards; 6-how to practice for an oral presentation;7-evaluation of an oral presentation.

Objective of this lesson:

 One objective of this lesson is to have students use the UCC databases for research. This is in preparation for their research paper in Eng 111. They will also interview someone about a career in preparation for the interview they will do in connection to their research paper. They will learn how to evaluate a source.

Students will have already completed previous assignments on the benefits and importance of engagement in lifelong learning before doing this assignment. Students in a collaborative group will be able to find and organize information on all aspects of the education requirements needed for a specific career using library databases.
The information will include all job related aspects such as promotions and benefits. They will apply what they have learned about engagement in order to collaborate on an oral report that will include a report of an oral interview. The group will not only report on the requirements for a specific career and job related information but will also discuss the importance of engagement in this career. They will be able to evaluate and inform the class how engaged a person needs to be to be successful in this career. They will also be able to evaluate an oral presentation.

Description of lesson:

1. There will be a review of the importance and benefits of lifelong engagement.

2. A library lesson (55 minutes) (on finding UCC databases on careers) given by a librarian will precede the assignment. Part of the lesson is to learn how to find specific career databases and the remaining time will be devoted to students searching these databases for specific information assigned by the librarian or faculty member.

3. Part of the research includes interviewing a person in the career the group is researching. The theme throughout this assignment is how engaged does a person in this career need to be in order to be successful. The questions in the oral interview will include questions on how engaged this person was throughout college and at any job this person has had as well as at present. The theme of each class is to demonstrate through group work the benefits of engagement. A lesson will be taught on appropriate questions to ask at an interview, how to take notes and/or record the person as well as appropriate attire for the interview.

4. Once the group has the information, a lesson will be taught on how to put this information on note cards for a group oral presentation (power point is optional). Students in groups will write their note cards. They will be handed in and returned with time to edit their note cards.

5. Before the oral presentation, students will be given information on how to give an oral presentation using note cards and how to evaluate an oral presentation.

6. Each group will then practice their oral reports.

7. Each group gives an oral presentation and answers questions about their report.

8. They will evaluate each group and their evaluations will be discussed.

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Materials/Realia:

1. Attend a library database presentation using computers.

2. Use a smart classroom that has an overhead projector and a computer with internet access.

3. There is a handout with the assignment attached.

4. Use different university websites to demonstrate and evaluate how to take notes on note cards.

How can this lesson be linked in the other class?

The goal of this lesson is to prepare students for the research paper that the Eng 111 professor will be assigning. Most students need practice in using databases. They also need practice in speaking. An oral interview will give English language learners an opportunity to meet someone in a career as well as practice on their oral, listening and note taking skills. This oral report which is totally based on library research and group work will teach the students how to collaborate as well as the importance of engagement not only as a student but in any career they choose.

UCC 101

Name_____   **Career Report**

You will write a group report on index cards about a specific career your group chooses to research. You will include the following information as well as why this career would be appropriate for someone.

1. What exactly is this profession? What does a person in this profession do?

2. What do you have to do to become one? (Schooling? Testing? Certificates? Degrees?) What courses do you have to take?(Have you looked at a course catalogue for the requirements for this profession?)

3. How long does it typically take to become this profession?

4. What do you have to know to be in this profession? mathematics? nursing? accounting? business?

5. What risks are involved in this field?

6. What are the job prospects in this field in this region? (Is there a better place to find a job in this field?) – What is the starting salary for someone with little experience?

7. What do you like best about this profession?

8. What are the possibilities for promotion?

9. What will you have to do get an increase in salary over the years?

10. What kind of benefits are possible in this profession?

11. Why is this a good job for you? (Does it match your personality? Learning style?)

12. What is the typical age (at the moment) to retire?

13. What kind of retirement benefits can you receive from this kind of job?

14. You will do your research from three different sources for this report. Use only sources from appropriate websites. Example: UCC databases or go to the UCC library.

15. Write down the name of the book, journal, internet source or any other source where you found your information.   Include the 1-title of the book or magazine/article 2-the author , 3-the year and 4-place of publication. 5-the volume number, and 6-the page or pages you used. If you researched your information from a database, include which one.

For your career report you are going to work in groups of 2-4 students. Each person is responsible for having the whole report completed at the same time. Each group will have 5-10 minutes to present their findings. The goal of this report is to have enough information about this career to convince the class this is the best career to have. Your report has to include how engaged a person preparing for this career will have to be in order to succeed in this career. Example: How many hours a week will you work? How often will you have to speak to people? What will you have to do to keep up with current information? What kind of organizations can you join? How often will you participate in this/these organizations? You are expected to use at least 3 sources for this report. At least two UCC databases and you will interview at least one person working in the career you are researching. Besides asking the questions above, be sure to include the following: their education, their work experience, how engaged they are in their career (What do they do to keep engaged in their field?) and when they are thinking of retiring. You will evaluate and report on how engaged this person is as well as how engaged someone needs to be in order to succeed in this career.

Include all the information of where you got your information from in your group oral report.

Interview questions for an oral report

The following questions are to be used in an oral report. Your report is based on the answers you have from the person you interviewed for your Eng 111 paper. You will ask some additional questions in order to evaluate their background as well as how engaged they are in their job and in their field. Your oral report will have three parts. 1-introduce the person you interviewed and the topic; 2- the importance of engagement; 3- evaluation of the source and the information. This report is due in one month.

You will give a short oral report (5-10minutes) presenting the information from your Eng 111 research paper.

Part of any research you do includes evaluating the source. Include the questions below not only to evaluate your source's experience and level of engagement but also how successful this person has been in doing their job.

I. *Introduce the person you chose to interview for your research paper and why you chose that person and topic.*

1. What is his/her educational background? Did he/she start in an entry level job and get promoted? If yes, explain.

2. How long has this person had this job?

3. How long has this person worked in this place?

4. What organizations (if any) does this person belong to and engage in that are related to this job?

II. *Importance of engagement*

<u>**You will need to answer the questions below in writing after your interview is finished.**</u>

Questions 6-8 are how engaged this person has to be at work. Your answers to the questions below will be based on the information you get while interviewing about your topic.

5. How engaged does a person have to be in order to achieve success in this career?

6. How does this person demonstrate engagement with his job on a daily basis?

7. Why do you or don't believe this person is engaged in his job?

8. How would you evaluate the knowledge this person had about your topic?

9. What did you learn about your topic from this person?

III. *Evaluate what you have learned*

10. What if anything could this person do differently?

11. Why do you agree or disagree with how this person is dealing with your topic? Explain

12. If you don't agree with how this person is or will be dealing with your topic, why do you think this person has made the decisions she or he has?

13. What solutions have you personally reached about your topic after interviewing this person?

14. What would you do next if you were this person?

15. Why would you or wouldn't you be interested in having this career?

16. What kind of educational experiences are necessary to have this person's job?

17. Why would or wouldn't this career be a good one for you? Explain

18. What conclusions do you have about why this issue happened?

19. How have your ideas changed about this topic? If not, why not?

Course: UCC 101/English 111

Lesson Name/Theme: Scavenger Hunts (two versions)

Objective of this lesson:

- To acquaint students with the resources of Union County College
- To have students find pertinent information about their courses

Materials/Realia:

Handout

How can this lesson be linked in the other class?

*Faculty can include questions regarding the other instructor (such as location of office, office hours)

Example lesson:

See handout – two versions available

UCC 101   **Prof. Debbie Kemp-Jackson**

Name:_____

Scavenger Hunt

You will conduct a scavenger hunt to find out information about the Elizabeth campus, the services offered here, and some important people to know. In order to complete this assignment, you must work with your assigned partner. You cannot change your partner, and you must not do the assignment by yourself.

The point of this assignment is two-fold. First, I would like you to become familiar with this campus and the services that are offered here. Second, I would like you to work with a classmate that you do not ordinarily talk to or share groups with in class. Please speak to your partner and find a convenient time that you can complete the assignment together. It should take anywhere from 30 minutes to 1 hour.

Part of the Scavenger hunt will involve going to the Elizabeth library and finding a database article that you can use for your research paper. Remember, the topic is "assimilation" and "names". This is what your search term will be for your search of the databases. If you are having difficulty, you can always ask one of the librarians to help you. Make sure you make a copy of this article and attach it to your scavenger hunt. You must find 2 different articles for each pair; don't just copy one article for each person.

Scavenger Hunt of Elizabeth Campus

These are the activities that you need to do or the people you need to talk to or the items you need to find in order to complete the hunt. You should work with your partner to get the assignment done in the most efficient way possible. The number in parentheses indicates the total number or points you get for correctly answering that question. Remember this assignment is worth 20 points towards your Midterm exam grade. You may type or rewrite the answers to each question on a separate paper, and make sure you put each person's name on it (yours and your partner's).

1. First **locate Prof. Kemp-Jackson and Prof. Van Dorp's offices** on the campus. Copy down the room number and the office hours for each professor. Also, write down the email address for each one. (**2**)

2. Go to the **Academic Learning Center**. Locate a tutor for a subject that you need help in. Find out the tutor's name and his/her schedule. Also, find out the name of the **ALC Tutor Supervisor**. Write down his or her name. (**2**)

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3. Go to the library. What are its hours of operation? Who is the head librarian? In addition, locate an article related to the research paper topic. After you have found an article, <u>print it out and make a copy for me. You will attach this copy to your scavenger hunt.</u> (**2**)

4. Go to the **Center for Student Success**. What is another name for this office? Find out what the function of the office is. Who is in charge of this office? What is this person's job? (**2**)

5. Find out who the **Provost of the Elizabeth Campus is**. Where is his/her office? Interview her secretary and find out <u>1</u> area that the Provost is in charge of. (**3**)

6. Some of you are thinking about becoming nurses or getting a job in the health field. Locate the **Trinitas Nursing Program**. Find out where the program office is. Ask for information about the various nursing options for students at UCC. This mean, find out how many nursing programs or certificates are offered by UCC. (**3**)

7. What is the name of the **department which is responsible for retraining employees for new jobs or for providing job training**? Where is this office located? Who is the Director of this program? (3)

8. Go to the **UCC website**. <u>Write down the URL for the UCC website here</u>. Next, click on the link for **ONLINE E-SERVICES**. Tell me <u>2</u> kinds of information you can find out on this page. Finally, enter student services. Write down <u>4</u> kinds of information you can find on the student services page. (**1/2 point each total; 3 pts**)

9. <u>**Extra Credit**</u>
   Write a paragraph reflecting on what you learned by working with a partner and doing this activity. What did you find out that you didn't know about the Elizabeth campus? How was this activity useful to you? (You will get 5 extra credit points towards your final grade, not this midterm).

UCC 101   Campus Information   **Prof. Lynn Meng**

Name _____

1. Visit the library, which is located in the basement.

What are the hours that the library is open? _____

Find out the names of two people who work in the library:

_____ _____

Find out how long you may keep a library book: _____

How long for a video or DVD? _____

What are the late fees? _____

2. Go to the SGA Bulletin Board. (This is next to the door of the cafeteria.)

What are two SGA (Student Government Association) events that will be happening this semester?

_____

_____

3. Go to the counseling offices (behind the elevators).

Take a handout or two from the rack to the left of the staircases.

What information is displayed on the counseling bulletin boards?

_____

_____

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4. Find out where the Lost and Found is located. (Ask a security guard or someone in Admissions.)

_____

5. Go to the Academic Learning Center (ALC) on the third floor. Sign in at the front desk.

What are the hours of the ALC? _____

What services are available in the ALC? _____

_____

_____

6. Go to the ESL office in Room 414. Pick up a brochure or flyer from the front desk or rack to the left of the desk.

7. Bring your completed form and flyers to Prof. Lynn Meng in Office #406.

These will not be accepted in class; you must bring them to my office before September 22.

Course: UCC 101/English 111   **Prof. Debbie Kemp-Jackson**

Lesson Name/Theme: Taking notes using the Cornell Method

Approximate time (class meetings) needed for lesson:

1 class meeting (2-hour class period)

Objective of this lesson:

- To teach students to take lecture notes using the Cornell Method
- To have students practice taking notes by giving a short lecture
- To have students practice taking notes on their own using this method by giving a homework assignment

Description of lesson:

- For homework, the week before, students are assigned to read the chapter on taking notes using the Cornell method, or to review what the method is by going to this website:

http://coe.jmu.edu/LearningToolbox/cornellnotes.html

- In class, a few students can summarize what they learned about the Cornell Method

- Teacher distributes PowerPoint hand out to students on "How to take notes the Cornell Method. Teacher puts the PowerPoint notes up on the ELMO or overhead

- In groups, students work to explain each step of the Cornell Method

- For the last part, teacher gives a brief "lecture" and students practice what they have learned about taking notes using the Cornell Method.

Materials/Realia:

- Overhead projector with PowerPoint slides on transparency **or**
- PowerPoint slides on the ELMO

How can this lesson be linked in the other class?

- ❖ In the English 111 class, students can take notes on a particular lesson and show them to either the English 111 teacher or UCC 101 teacher.

- ❖ Students can take notes in another of their classes and turn in the notes to the UCC 101 teacher

❖ As a follow-up journal assignment, students can write about what they learned by using the Cornell Method and if they found it useful in understanding their lectures.

Example lesson: See attached lesson handouts

Use of mentors/tutors/materials for mentors or tutors:

- The mentor could share with the students their experiences taking notes in class

- They could also share the differences between various classes (Biology and Accounting, for example) and discuss when the Cornell Method would work and when it might not

- If the mentor does not use the Cornell Method, they can share what other note taking method they have used

TAKING NOTES - THE CORNELL METHOD

Having a method for taking effective notes is essential to each student's success in college. During most classes new information is introduced, much of which is not available in the text for the class. Writing this information down in a well organized manner not only assures that you can refer to it in the future, but the act of taking notes assists with recall of the information. The Cornell note taking method is a strategy that many students find helpful. The method, also called the split page, or 1/3 - 2/3 method is outlined here.

*Take a piece of regular, lined notebook paper. Draw a vertical line about 1/3 of the way from the left margin.

*Think of the **right hand** column, as "the instructor's section". This is where you would take note during class, writing in outline, abbreviated form the information given during class.

*Think of the **left hand** column, as "your section". This is where you would make notes to yourself about the information the instructor presented. Usually this is done after class. It might contain a 1 or 2 word summary of the right hand column, or a reminder, something to emphasize the information. You could also use this to write your own "quiz" question.
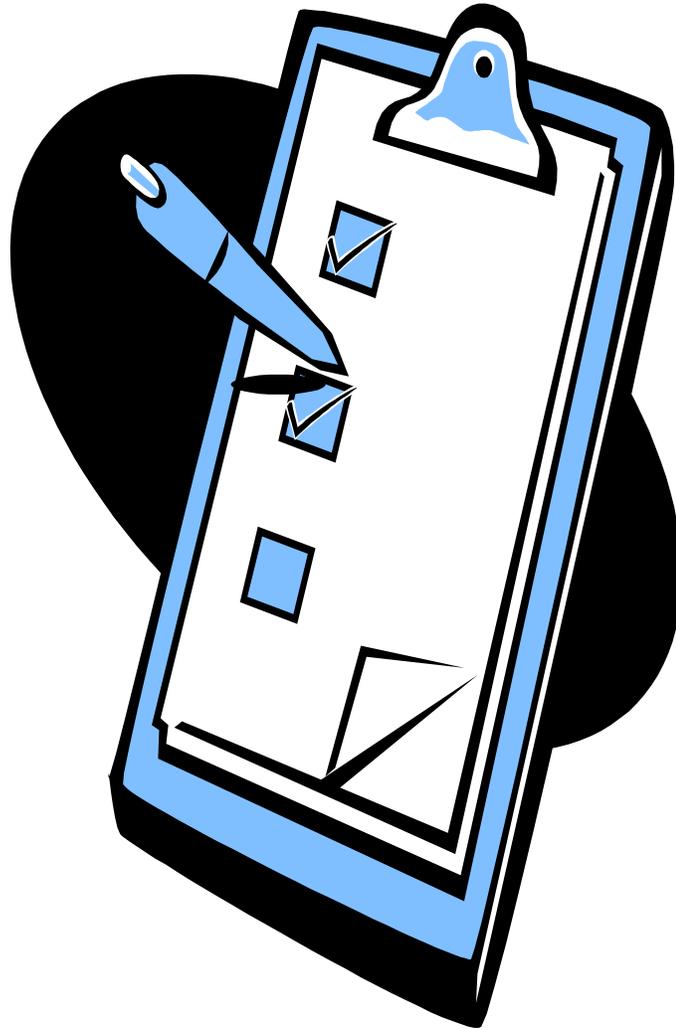
*To review your notes, cover either column and try to recall the information. You can write out your answers, repeat them out loud, or mentally.

A sample is given below:

3" (Left – "Your Section")	5" (Right – "Instructor's Section")
Put maid ideas in this column **Good for test-taking**	**Take notes on what is said during class here.** **Put supporting ideas – explanation, details, definitions, examples – here** **Use abbrev., symbols as shorthand** **Use lots of space – easier studying** **Avoid outlining here and complete sentences – take too much time** **Becomes an instant review/study sheet (fold on 2" line and recall supporting ideas from maid ideas)** **Easy to forecast test questions by looking at main ideas.** Irene Lietz, Spring, 1987

Section 5

Appendix

Academic Calendar 2009-2010

Fall

Registration begins May 11, 2009

September 2	September 4	September 5 & 6	September 7	September 8
Fall semester classes begin	**Last day to register for the 1st 7 week session**	**No classes held**	**Labor Day (College Closed)**	**"W" Grade begins for 1st 7 week courses**
September 9	**September 10**	**September 16**	**September 22**	**September 23**
Last day to late register for courses beginning September 2nd	**"W" Grade begins for courses beginning September 2nd**	**Fall late start courses begin, all courses end December 14th**	**Last day to late register for courses beginning September 16th**	**"W" Grade begins for courses beginning September 16th**
October 15	**October 16 & 20**	**October 21**	**October 28**	**October 30**
Last day of classes for 1st 7 week courses	**Final exam for 1st 7 week session**	**Midsemester**	**Last day to withdraw from all courses – 2nd 7 week starts**	**Last day to late register for 2nd 7 week session**
November 2	**November 17**	**November 25**	**November 26 thru 29**	**December 12**
"W" Grades begin for 2nd week course	**Last day to withdraw for 2nd 7 week courses**	**No Classes Held**	**Thanksgiving Recess (College Closed)**	**Final exams begin (Sat 12/12 – Sun 12/13)**
December 14	**December 15**	**December 16**	**December 23**	**December 25-27**
Last day of fall classes	**Basic skills testing**	**Final exams begin (16th thru 22nd)**	**Last day of fall semester**	**College Closed**

Academic Calendar 2009-2010

Registration begins November 2, 2009

January 18	January 21	January 27	January 28	February 4
Martin Luther King Jr. Day College Closed	Spring Semester Classes Begin	Last Day to Late Register for courses beginning January 21	"W" Grade Begins for courses beginning January 21	Spring Late Start courses begin (all courses end May 10)
February 10	**February 11**	**February 15**	**March 15 thru 21**	**March 25**
Last Day to Late Register for courses beginning Feb 4	'W' Grade begins for courses Beginning Feb. 4	Presidents Day College Closed	Spring Recess No Classes	Last day to withdraw from spring courses
April 2 - 4	**May 6**	**May 7**	**May 8 & 9**	**May 10**
Easter Weekend College Closed	Basic skills testing no classes held	Classes resume	Final exams – weekend courses	Last Day of Spring Classes
May 11 – 14 & 17	**May 18**	**May 24**	**May 26**	
Final Exams Begin 12th – 18th	Last day of spring semester	Awards Night	Commencement No Evening Classes Held	

English 111/UCC 101 Learning Community Handbook

English 111/UCC 101: First Day Survey/Needs Assessment

Name	Home Country	Email Address	Phone No.	First Language

1.   Is this your first semester at Union County College (UCC)?   Yes / No

       If no, what ESL level did you begin?   _____

2.   Have you taken English 111 before?   Yes / No

3.   Have you taken a UCC 101 seminar before?   Yes / No

4.   Did you go to high school, middle school or elementary school in the United States?

       If yes, at what grade level did you begin?

5.   Have you decided on a major to study at UCC? If yes, what is it?

6.   Besides English 111, how many other classes are you taking this semester?

7.   Are you taking a Math course this semester? If yes, which one?

8.   Do you use the Academic Learning Center? If yes, what services do you use? (computer lab, computer language programs, peer tutors, study resources, other)

9.   As a non-native speaker of English, are there any English language skills (reading, writing, listening, speaking) that you would like to improve? If yes, what skills?

10.   As a non-native speaker of English, what are the greatest challenges that you have in your other classes?

11.   List two or three things that professors could do to help you learn the material and pass their courses. Please be specific.

12.   Do you have any questions about this course, requirements, materials, assignments?

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UNION COUNTY COLLEGE

Third Party Information Form

_____

Date _____

Student Name _____   CWID No. _____

Class/Section No. _____

I grant permission for this information to be given only to the following person or persons:

- Professor _____
- Coach _____
- Counselor _____
- Other _____

                            _____

                                            Signature

Time In _____   Time Out _____

Please indicate services used:

- Computer Aided Instruction (name of program) _____
- Biology Materials (slides, models, microscope, etc.) _____
- Tutoring Session with an ALC tutor * _____
- Available answer manuals _____

_____   _____

Signature of ALC Supervisory Staff Member   *Signature of tutor (if applicable)

English 111/UCC 101 Learning Community Handbook

Lesson Plan Template

Course: UCC 101/English 111

Lesson Name/Theme:_____

Approximate time (class meetings) needed for lesson:

_____

Objective of this lesson:

_____
_____
_____
_____
_____
_____

_____

Description of lesson:

(Here you can write either how you would implement this lesson, or if you'd like, you can give step by step instructions of how you would teach this lesson.)

_____
_____
_____
_____
_____
_____

_____

Materials/Realia:

(Do you need an ELMO room, a computer lab, overhead, etc.)

_____
_____
_____

How can this lesson be linked in the other class?

(You should suggest how this could be linked either in the English 111 or UCC 101 class. The idea is that these lessons can be incorporated by both teachers and overlap in both classes.)

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Example lesson:

(Here you can attach an example lesson for this topic or theme that you have used and that was successful.

Use of mentors/tutors/materials for mentors or tutors:

(Here, if you have any ideas how to use the mentors or tutors more effectively, you can add something here. Also, you may have handouts or materials that you have given your tutors, so you could describe it or add it here as well).