

**TB133**  
**Strategies for the Technical**  
**Professional**  
**[Onsite]**

**Credit hours: 4**

**Contact hours: 50 (30 Theory, 20 Lab)**

## ✓ **INSTRUCTOR Before you Begin Checklist** ✓

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### ✓ **TB133 Courseware**

- Obtain the latest Courseware document from your Dean or Director
- ❖ Suggestion: print all courseware appendices so you have a Master List of the activities to make copies and hand out to the students as needed.

### ✓ **TB133 Textbook Package**

- Have you received/reviewed your textbook package and all components?

### ✓ **TB133 Instructor Training DVD**

- Obtain a copy of the Instructor Training DVD from your Dean or Director

### ✓ **TAIT**

- The TAIT Icon should be installed on the lab computers. If it is not, please alert your Dean or SST who will need to install the TAIT PLI.
- Obtain your 8-character instructor TAIT TB133 Section Course Code(s) by e-mailing: kateri.drexler@pearson.com. You will need a separate code for each TAIT Section you are teaching.
- Fill in the TB133 Section Course Code on the Student Welcome Letter (found below) and distribute to each student. Students will not be able to register in TAIT until they have the TB133 Section Course Code provided by you.
- Familiarize yourself with the TAIT: Instructor Instructions for Use information found in Appendix M of the TB133 courseware document.

### ✓ **READI**

- Remind your students NOT to discard their READI Access Card packaged with their course textbook.
- ❖ Suggestion: register and familiarize yourself with READI by using the READI Access Card packaged with your textbook.

### ✓ **SAL**

- Remind your students NOT to discard their SAL Access Card packaged with their course textbook.
- ❖ Suggestion: register and familiarize yourself with SAL by using the SAL Access Card packaged with your textbook.

### ✓ **Roadmap**

- The Roadmap Icon should be installed on the lab computers. If it is not, please alert your Dean or SST.

## - TAIT STUDENT WELCOME LETTER -

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### Dear ITT Tech Student:

ITT Technical Institute uses the Train & Assess IT (TAIT) software program as part of the lab component of the TB133 Course. Much of the lab component of the TB133 course is built around this Performance Based Training and Assessment product. The training component offers computer-based training that you can use to preview, learn, and review Microsoft Office application skills. The assessment component offers computer-based testing in a task-oriented environment and will be used to evaluate your knowledge about specific topics in Word, Excel, Access, and PowerPoint Concepts.

To access and use TAIT, please read the Student User Guide found in your TAIT CD pack. An electronic version of the TAIT Student User Guide can be found in the ITT Tech Virtual Library at <http://library.itt-tech.edu>. Once you login, using your ITT Virtual Library User Name and Password, follow the path: ITT Tech Virtual Library > Program Links > General Education / Technical Basics > Link Library > TB133 – Strategies for the Technical Professional. From there you will see a TAIT button. Click on the button and find a PDF file called Student User Guide\_TB133.

Your 8-character TB133 Section Course Code is:

For technical help, you can contact:

Student Technical Support for Train & Assess IT

<http://247prenhall.custhelp.com>

## Strategies for the Technical Professional

### Course Revision Table

| Footer Date: | Section: | Reason for Change:   | Implementation Date: |
|--------------|----------|--|----------------------|
| 10/01/07     |          | New Curriculum   |                      |
| 11/29/07     | All      | QA Edits and Updates.<br>Location of Roadmap setup file added. | December 2007        |
| 01/02/08     | Page 65  | Corrected Roadmap access instructions.                         | Immediately          |
| 03/05/08     | All      | Added instructor tips and checklists throughout.               | Immediately          |
| 04/28/08     | All      | Updated instructor tips and checklists throughout.             | Immediately          |
|              |          |  |                      |

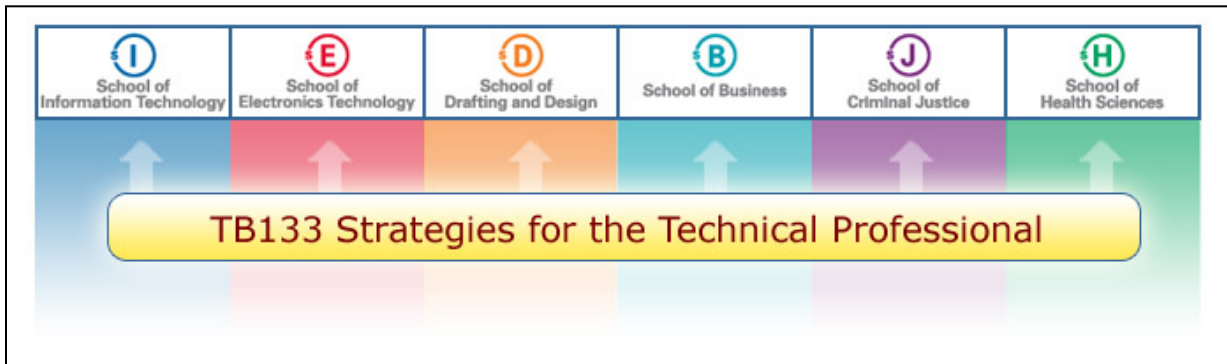
## Where Does This Course Belong?

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Strategies for the Technical Professional is the first course taken by all ITT Tech students.

This is a self-discovery orientation course for new students just beginning their program(s) with ITT Tech. This course is designed to make students feel a part of the ITT Tech community and give them the information, tools, and skills that they will need to succeed. Research has shown that students who enroll in first-term orientation courses have a higher probability of making it through their program. The course is based on the concept that students who hold an internal locus of control and positive self-efficacy are more likely to succeed.

This is a course where you, as the instructor, can make a tremendous impact on the lives of your students!



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## First Things First

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Welcome! This courseware is designed to provide strategies and resources that will aid you in teaching this course.

The courseware components check list below provides a snapshot of this course. You may want to review the components of the courseware. A good way to track your review is by **checking** in the box next to each component as you review it. Reviewing the components will give you the bigger picture and better prepare you for what is coming up in the next few weeks. All the best!

### Courseware Components Check List

| Courseware Components                      | Reviewed                 |
|--|--------------------------|
| <b>Syllabus</b>                            |                          |
| Course Description                         | <input type="checkbox"/> |
| Major Instructional Areas                  | <input type="checkbox"/> |
| Course Objectives                          | <input type="checkbox"/> |
| SCANS Objectives                           | <input type="checkbox"/> |
| Course Outline                             | <input type="checkbox"/> |
| Instructional Methods                      | <input type="checkbox"/> |
| Instructional Materials and References     |                          |
| Course Evaluation and Grading              | <input type="checkbox"/> |
| <b>Instructor Guide</b>                    |                          |
| Important Notes before You Start           | <input type="checkbox"/> |
| Course Overview                            | <input type="checkbox"/> |
| Instructor Resources                       | <input type="checkbox"/> |
| Classroom and Lab Setup                    | <input type="checkbox"/> |
| Your Feedback                              | <input type="checkbox"/> |
| <b>Unit 1</b>                              |                          |
| Objectives                                 | <input type="checkbox"/> |
| Content Covered                            | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class | <input type="checkbox"/> |
| Teaching Tips for This Unit                | <input type="checkbox"/> |
| Homework                                   | <input type="checkbox"/> |
| Labs                                       | <input type="checkbox"/> |
| Summary and Reminders                      | <input type="checkbox"/> |
| <b>Unit 2</b>                              |                          |
| Objectives                                 | <input type="checkbox"/> |
| Readings                                   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class | <input type="checkbox"/> |
| Teaching Tips for This Unit                | <input type="checkbox"/> |
| In-Class Assessment                        | <input type="checkbox"/> |



| Courseware Components                      | Reviewed                 |
|--|--------------------------|
| Homework                                   | <input type="checkbox"/> |
| Labs                                       | <input type="checkbox"/> |
| Summary and Reminders                      | <input type="checkbox"/> |
| <b>Unit 3</b>                              |                          |
| Objectives                                 | <input type="checkbox"/> |
| Readings                                   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class | <input type="checkbox"/> |
| Teaching Tips for This Unit                | <input type="checkbox"/> |
| In-Class Assessment                        | <input type="checkbox"/> |
| Homework                                   | <input type="checkbox"/> |
| Labs                                       | <input type="checkbox"/> |
| Summary and Reminders                      | <input type="checkbox"/> |
| <b>Unit 4</b>                              |                          |
| Objectives                                 | <input type="checkbox"/> |
| Readings                                   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class | <input type="checkbox"/> |
| Teaching Tips for This Unit                | <input type="checkbox"/> |
| Homework                                   | <input type="checkbox"/> |
| Labs                                       | <input type="checkbox"/> |
| Summary and Reminders                      | <input type="checkbox"/> |
| <b>Unit 5</b>                              |                          |
| Objectives                                 | <input type="checkbox"/> |
| Readings                                   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class | <input type="checkbox"/> |
| Teaching Tips for This Unit                | <input type="checkbox"/> |
| Homework                                   | <input type="checkbox"/> |
| Labs                                       | <input type="checkbox"/> |
| Summary and Reminders                      | <input type="checkbox"/> |
| <b>Unit 6</b>                              |                          |
| Objectives                                 | <input type="checkbox"/> |
| Readings                                   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class | <input type="checkbox"/> |
| Teaching Tips for This Unit                | <input type="checkbox"/> |
| Homework                                   | <input type="checkbox"/> |
| Labs                                       | <input type="checkbox"/> |
| Summary and Reminders                      | <input type="checkbox"/> |
| <b>Unit 7</b>                              |                          |
| Objectives                                 | <input type="checkbox"/> |
| Readings                                   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class | <input type="checkbox"/> |
| Teaching Tips for This Unit                | <input type="checkbox"/> |
| In-Class Assessment                        | <input type="checkbox"/> |
| Homework                                   | <input type="checkbox"/> |
| Labs                                       | <input type="checkbox"/> |

| <b>Courseware Components</b>                           | <b>Reviewed</b>          |
|--|--------------------------|
| Summary and Reminders                                  | <input type="checkbox"/> |
| <b>Unit 8</b>  |                          |
| Objectives   | <input type="checkbox"/> |
| Readings   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class             | <input type="checkbox"/> |
| Teaching Tips for This Unit                            | <input type="checkbox"/> |
| Homework   | <input type="checkbox"/> |
| Labs   | <input type="checkbox"/> |
| Summary and Reminders                                  | <input type="checkbox"/> |
| <b>Unit 9</b>  |                          |
| Objectives   | <input type="checkbox"/> |
| Readings   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class             | <input type="checkbox"/> |
| Teaching Tips for This Unit                            | <input type="checkbox"/> |
| Homework   | <input type="checkbox"/> |
| Labs   | <input type="checkbox"/> |
| Summary and Reminders                                  | <input type="checkbox"/> |
| <b>Unit 10</b>   |                          |
| Objectives   | <input type="checkbox"/> |
| Readings   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class             | <input type="checkbox"/> |
| Teaching Tips for This Unit                            | <input type="checkbox"/> |
| In-Class Assessment                                    | <input type="checkbox"/> |
| Homework   | <input type="checkbox"/> |
| Labs   | <input type="checkbox"/> |
| Summary and Reminders                                  | <input type="checkbox"/> |
| <b>Unit 11</b>   |                          |
| Objectives   | <input type="checkbox"/> |
| Readings   | <input type="checkbox"/> |
| Key Concepts That Must Be Covered in Class             | <input type="checkbox"/> |
| Teaching Tips for This Unit                            | <input type="checkbox"/> |
| Summary  | <input type="checkbox"/> |
| <b>Appendix</b>  |                          |
| A. Projects  | <input type="checkbox"/> |
| B. Student Peer Evaluation Form                        | <input type="checkbox"/> |
| C1. Selling the Course and Mitigating Student Problems | <input type="checkbox"/> |
| C2. Facilitating In-Class Discussions                  | <input type="checkbox"/> |
| C3. Participation Rubric                               | <input type="checkbox"/> |
| C4. Strategies for Change Class Activities             | <input type="checkbox"/> |
| D1. Motivational Activities                            | <input type="checkbox"/> |
| D2. Primary Attitudes Worksheet                        | <input type="checkbox"/> |
| E. Teaching Personality Trait and                      | <input type="checkbox"/> |

| <b>Courseware Components</b>                           | <b>Reviewed</b>          |
|--|--------------------------|
| Learning   |                          |
| F. Teaching Prioritization                             | <input type="checkbox"/> |
| G. Teaching Reading Comprehension and Critical Reading | <input type="checkbox"/> |
| H1. Teaching Writing                                   | <input type="checkbox"/> |
| H2. Writing Answers                                    | <input type="checkbox"/> |
| I. Teaching Listening and Study Skills                 | <input type="checkbox"/> |
| J. Teaching Test-Taking Skills                         | <input type="checkbox"/> |
| K. Teaching Critical and Creative Thinking             | <input type="checkbox"/> |
| L. Teaching Team Skills                                | <input type="checkbox"/> |
| M. Troubleshooting Guide / FAQ's                       | <input type="checkbox"/> |

## Syllabus: Strategies for the Technical Professional

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Instructor: \_\_\_\_\_

Office hours: \_\_\_\_\_

Class hours: \_\_\_\_\_

### Course Description

The course reviews characteristics and trends of the global information society including basic information processing, Internet research, other skills used by the technical professional and techniques that can be used for independent technical learning.

### Major Instructional Areas

1. Skills and techniques of a successful student
2. Personal assessments of academic, technical, and personal habits and attitudes
3. Application of skills and techniques to bridge the gap
4. Productivity software
5. ITT Tech resources

### Course Objectives

1. Describe technological trends of a global information society that will impact lifelong learning.
2. Locate and utilize necessary ITT Tech resources.
3. Effectively and efficiently use selected productivity software tools.
4. Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
5. Apply critical thinking to solving problems.
6. Effectively and efficiently use ITT Technical Institute Virtual Library to locate and analyze information and sources.
7. Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
8. Apply problem-solving method.

**SCANS Objectives**

SCANS is an acronym for Secretary’s Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Locate, understand, and interpret written information in documents such as manuals, graphs, and schedules.
2. Communicate thoughts, ideas, information, and messages in writing.
3. Organize ideas and communicate in writing.
4. Explain concepts.
5. Interpret and summarize information.
6. Use problem-solving method to solve problems.
7. Interpret and apply new knowledge and experience.
8. Believe in own self-worth and maintain a positive outlook.
9. Demonstrate understanding, friendliness, adaptability, and empathy in group settings.
10. Assess self accurately, set personal goals, and monitor progress.
11. Use computers to process information.

**Course Outline****Rationale of Assignments:**

The assignments of this course are tied thematically per unit, so although it appears that you as a student have several assignments, those entitled Exercise, Analysis, and Project are really three parts of one continuous assignment. The Project assignments, furthermore, will contribute to the Course Project: Apply Continuous Improvement. Team: Collaborate assignments are all done within class time and are not assigned as homework.

| <b>Unit</b> | <b>Activities</b>  |
|-------------|--|
| 1—Change    | <ul style="list-style-type: none"> <li>• Content Covered               <ul style="list-style-type: none"> <li><i>Strategies: Building on Your Best for Career Success:</i> <ul style="list-style-type: none"> <li>○ Part 1, Chapter 1, “Change” pp. 3–37</li> <li>○ Part 2, “Taking a Tour of ITT Technical Institute Resources” pp. 323–336</li> <li>○ Part 2, Microsoft Word 2003, Chapter 1, “Taking a Tour of Word 2003” pp. 337–341</li> <li>○ Part 2, Microsoft Word 2003, Chapter 2, “Working with a Document” pp. 342–347</li> </ul> </li> </ul> </li> <li>• Writing Assignment: Reflect: 1</li> <li>• Exercise: Assess: 1</li> <li>• Analysis: Plan: 1</li> <li>• Project: Apply: 1</li> <li>• Labs: 1 and 2</li> </ul> |
| 2—Persist   | <ul style="list-style-type: none"> <li>• Read from <i>Strategies: Building on Your Best for Career Success:</i></li> </ul>   |

| Unit                 | Activities   |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>○ Part 1, Chapter 2, “Persist” pp. 39–61</li> <li>● Team Assignment: Collaborate: 1</li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> <li>● Labs: 1 and 2</li> </ul>  |
| 3—Learn              | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 3, “Learn” pp. 63–99</li> <li>○ Part 2, Microsoft Word 2003, Chapter 3, “Formatting Text” pp. 389–410</li> <li>○ Part 2, Microsoft Word 2003, Chapter 4, “Editing Documents” pp. 411–432</li> </ul> </li> <li>● Team Assignment: Collaborate: 1</li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> <li>● Lab: 1</li> </ul> |
| 4—<br>Prioritize     | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 4, “Prioritize” pp. 101–127</li> <li>○ Part 2, Microsoft Excel 2003, Chapter 1, “Taking a Tour of Excel 2003” pp. 511–548</li> </ul> </li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> <li>● Lab: 1</li> </ul>   |
| 5—Read<br>and Record | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 5, “Read and Record” pp. 129–163</li> <li>○ Part 2, Microsoft PowerPoint® 2003, Chapter 1, “Taking a Tour of PowerPoint® 2003” pp. 581–619</li> </ul> </li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> <li>● Lab: 1</li> </ul>  |
| 6—Respond            | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 6, “Respond” pp. 165–195</li> <li>○ Part 2, Microsoft Excel 2003, Chapter 2, “Modifying a Worksheet” pp. 549-</li> </ul> </li> </ul>  |

| Unit         | Activities   |
|--------------|--|
|              | <p>562</p> <ul style="list-style-type: none"> <li>○ Part 2, Microsoft Excel 2003, Chapter 3, “Improving the Appearance of a Worksheet” pp. 563–579</li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> <li>● Lab: 1</li> </ul>   |
| 7—Remember   | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 7, “Remember” pp. 197–219</li> <li>○ Part 2, Microsoft Access 2003, Chapter 1, “Taking a Tour of Access 2003” pp. 621–656</li> </ul> </li> <li>● Team Assignment: Collaborate: 1</li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> <li>● Lab: 1</li> </ul>  |
| 8—Assess     | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 8, “Assess” pp. 221–243</li> <li>○ Part 2, Microsoft Word 2003, Chapter 5, “Formatting Paragraphs” pp. 433–458</li> <li>○ Part 2, Microsoft Word 2003, Chapter 6, “Formatting Documents” pp. 459–465</li> </ul> </li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> <li>● Labs: 1 and 2</li> </ul> |
| 9—Think      | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 9, “Think” pp. 245–265</li> </ul> </li> <li>● Writing Assignments: 1 and 2</li> <li>● Labs: 1 and 2</li> </ul>  |
| 10—Cooperate | <ul style="list-style-type: none"> <li>● Read from <i>Strategies: Building on Your Best for Career Success</i>: <ul style="list-style-type: none"> <li>○ Part 1, Chapter 10, “Cooperate” pp. 267–299</li> </ul> </li> <li>● Team Assignment: Collaborate: 1</li> <li>● Writing Assignment: Reflect: 1</li> <li>● Exercise: Assess: 1</li> <li>● Analysis: Plan: 1</li> <li>● Project: Apply: 1</li> </ul>  |

| Unit     | Activities  |
|----------|---|
|          | <ul style="list-style-type: none"> <li>• Lab: 1</li> </ul>  |
| 11—Adapt | <ul style="list-style-type: none"> <li>• Read from <i>Strategies: Building on Your Best for Career Success</i>:               <ul style="list-style-type: none"> <li>○ Part 1, Chapter 11, “Adapt” pp. 301–320</li> </ul> </li> </ul> |

## Instructional Methods

In this course, you will explore many aspects of yourself and your learning style to become a more efficient, effective student and lifelong learner. The content is designed to provide you techniques and skills that successful students typically possess. *Knowing* the content will only be useful, however, if you *apply* it in your discovery and improvement process.

Your Instructor will be more of a coach. You are encouraged to interact with your Instructor, to ask good questions and seek feedback often.

In-class participation is also important for this course. You will begin to create a peer community with your classmates.

Other key aspects are self-motivation, self-assessment, and working hard to discover and optimize your unique learning style.

You will also explore your program of study and the career avenues that will open to you upon graduation from ITT Tech.

In this course, the homework assignments are all based on the Assess, Plan, and Apply model. You will take various self-assessments and learn where you are, interpret your results and find what gaps may exist in several areas, and then apply strategies to fill these gaps and succeed in the future. The project in this course will enable you to create a personal Continuous Improvement chart that you can take with you.

Most units, you will first be asked to Reflect on the topic of the unit. These are intended to get your mind working, as opportunities for you to express yourself and get your thoughts in order before attempting the assignments.

In Labs, you will learn Microsoft productivity tools as well as ITT Tech resources that will help you in the rest of your academic and professional career.

One of the first strategies for technical professionals you will need to remember is **KEEP YOUR PASSWORDS STRAIGHT**. You have a place in the front of your textbook to write them down. Your instructor may also request you turn them in to them so they can be your back-up should you forget your book.



## Instructional Materials and References

### Student Textbook Package

Drexler, Kateri M., Robert M. Sherfield, Rhonda J. Montgomery, Patricia G. Moody, Carol Carter, Gwen Garcelon, et al. *Strategies: Building on Your Best for Career Success*. Boston: Pearson Custom Publishing, 2007.

### Other Required Resources

In addition to the student textbook package, the following is also required in this course:

- READI Self-Assessment Access Card
- Prentice Hall Self-Assessment Library (SAL) Access Card
- TRAIN AND ASSESS IT (Microsoft Productivity Training and Testing): CD-ROM and User's Guide
- ITT Technical Institute Program Roadmap. The Roadmap Icon should have been loaded onto the lab computers. If it is not, please alert your Dean or SST.

### References

#### ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

#### Reference Resources

You may click "Reference Resources" or use the "Search" function on the home page to find the following reference resources.

#### Careers

- **Build a Career Portfolio to Highlight Your Accomplishments**  
A recommended article by Douglas E. Welch from TechRepublic, August 20, 2003.
- **Career OneStop**  
A U.S. Department of Labor portal that provides access to America's Job Bank (job listings), America's Career InfoNet (information about wages, industries, career development), and America's Service Locator (local workforce services).
- **O\*Net Online**  
O\*Net Online, sponsored by the U.S. Dept of Labor, is a database which provides information on skills, abilities, knowledge, work activities and interests associated with over 950 occupations.

### Dictionaries

- Oxford Reference Online  
A collection of 100 subject dictionaries and reference resources covering science, technology, humanities, business, and social sciences.
- Merriam Webster Online  
The online version of Merriam Webster Collegiate Dictionary and Collegiate Thesaurus.

### Study Skills

Links to study skills resources such as

- Mind Tools: Essential Skills  
Learn about essential life, career training and management training skills; information includes examples, exercises and worksheets.
- Ten Traps of Studying  
Ten Traps of Studying from the University of North Carolina at Chapel Hill.
- Prentice Hall's Student Success Site  
This study skills site provides information on test-taking, note-taking, writing, and other useful topics important to student success.
- Study Guides and Strategies  
This site offers information in many different languages to help students study effectively.
- Study Skills  
Information from the Academic Support Center at Western State College of Colorado.
- Study Skills Self Help Information  
This site maintained by Virginia Tech provides information on a variety of topics including taking notes, writing research papers, and reading effectively.

### Learning Guides

- Information Literacy
  - Assessing the Credibility of Online Sources  
Part of LEO (Literacy Education Online) from St. Cloud State University.
  - Evaluating the Quality of Information on the Internet  
A guide created by Genie Tyburski covering why information quality matters, criteria for quality in information, and how to evaluate information.

- TILT: Texas Information Literacy Tutorial  
An interactive library tutorial, sponsored by the UT System Digital Library, is designed to prepare students to explore and research in the online world.
- Online Tutorials
  - Microsoft Excel  
An online module from Internet4Classrooms, a collaborative effort by Susan Brooks and Bill Byles.
  - Microsoft PowerPoint 2003  
A tutorial from Microsoft about improving presentation using PowerPoint 2003. Select the PowerPoint Tutorial link on the right side of the page from the box labeled 'Download Documents.'
  - Microsoft Word 2003  
A tutorial from Microsoft on creating research documents using Word 2003. Select the "Word 2003 Tutorial" located on the right side of the page in the box labeled 'Download Document.'

### Books

You may click “Books” or use the “Search” function on the home page to find the following books.

### Ebrary

- Adair, John, and Melanie Allen. *Concise Time Management and Personal Development*. London: Thorogood, 2003.
- Allen, David. *Ready for Anything: 52 Productivity Principles for Work and Life*. London: Penguin Group (USA) Inc., 2003.
- Clemens, John K., and Scott Dalrymple. *Time Mastery: How Temporal Intelligence Will Make You a Stronger, More Effective Leader*. Vancouver: AMACON, 2005.
- Ferris, S. Pixy, and Susan Godar. *Teaching and Learning with Virtual Teams*. Hersey, PA: Information Science Publishing, 2005.
- Griggs, Shirley A., and Rita Stafford Dunn. *Practical Approaches to Using Learning Styles in Higher Education*. Westport, CT: Greenwood Publishing Group, Incorporated, 2000.
- Harrison, Roger. *Supporting Lifelong Learning: Perspective on Learning, Volume 1*. London: Routledge, 2001.
- Hills, Howard. *Individual Preferences in E-Learning*. Hampshire, UK: Gower Publishing Limited, 2003.
- Hoffman, Edward. *Psychological Testing at Work: How to Use, Interpret, and Get the Most Out of the Newest Tests in Personality*,

*Learning Style, Aptitudes, Interests, and More!* Columbus, OH: McGraw-Hill Education Group, 2001.

- Martin, Joyce. *Profiting from Multiple Intelligence in the Workplace*. Hampshire, UK: Gower Publishing Limited, 2000.
- Milgram, Roberta M., and Eunsook Hong. *Homework: Motivation & Learning Preference*. Westport, CT: Greenwood Publishing Group, Incorporated, 2000.
- Pennypacker, James S., and Lowell D. Dye. *Managing Multiple Projects*. New York: Marcel Dekker, Inc. 2002.
- Rozakis, Laurie. *Test Taking Strategies & Study Skills for the Utterly Confused*. New York: McGraw-Hill Professional, 2002.

#### Periodicals

You may click “Periodicals” or use the “Search” function on the home page to find them.

EbscoHost> EBSCOhost Databases

#### *On Multiple Intelligence and Learning Theory*

- “Emotional Intelligence and Emotional Creativity.” By: Ivcevic, Zorana; Brackett, Marc A.; Mayer, John D. *Journal of Personality*, Apr2007, Vol. 75 Issue 2, p199-236, 38p, 6 charts, 3 diagrams; DOI: 10.1111/j.1467-6494.2007.00437.x; (AN 24150348)
- “Emotional intelligence at work: links to conflict and innovation.” By: Suliman, Abubakr M.; Al-Shaikh, Fuad N. *Employee Relations*, 2007, Vol. 29 Issue 2, p208-220, 13p; (AN 24222328)
- “Which Intelligences Describe You Best?” *Current Health* 1, Dec2006, Vol. 30 Issue 4, p22-23, 2p; (AN 23141299)
- “The five intelligences of leadership.” By: Sidle, Clint. *Leader to Leader*, Winter2007, Vol. 2007 Issue 43, p19-25, 7p, 1 diagram; (AN 23554724)
- “Understanding Gardner's Theory of Multiple Intelligences.” By: Wilford, Sara; Karas, Elaine. *Early Childhood Today*, Nov/Dec2005, Vol. 20 Issue 3, p16-16, 1p, 1c; (AN 18903154)

#### *On Time Management*

- “Do It Now (not later).” By: Rovito, Lisa Marie. *Positive Thinking*, Jan/Feb2007, p56-60, 5p, 2c; (AN 23601943)

#### *On Self-Confidence, Self-Efficacy, and Self-Esteem*

- “Turn Yourself Into A Star Performer: Tips On Cultivating Confidence.” By: Knippers, Christopher. *Business Credit*, Jan2007, Vol. 109 Issue 1, p60-61, 2p; (AN 23629885)

- “Cultivating Confidence.” By: Parachin, Victor M. *American Fitness*, Jul/Aug2005, Vol. 23 Issue 4, p36-38, 3p; (AN 19311134)
- “University students' self-efficacy and their attitudes toward the Internet: the role of students' perceptions of the Internet.” By: Hsinyi Peng; Chin-Chung Tsai; Ying-Tien Wu. *Educational Studies* (03055698), Mar2006, Vol. 32 Issue 1, p73-86, 14p; DOI: 10.1080/03055690500416025; (AN 19114456)

#### *On Technology and Learning*

- “Tech for America.” By: Cech, Scott J. *Teacher Magazine*, Oct2006, Vol. 18 Issue 2, p1-1, 1/3p; (AN 22738551)

#### *On Critical Thinking*

- “Talking Critical: Thinking.” By: Facione, Peter A.; Facione, Noreen C. *Change*, Mar2007, Vol. 39 Issue 2, p38-45, 8p; (AN 24660511)

### **Other References**

The following resources can be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

#### *On Student Success*

- [www.prenhall.com/sherfield](http://www.prenhall.com/sherfield)
- [www.prenhall.com/success](http://www.prenhall.com/success)

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

## **Course Evaluation and Grading**

### **Evaluation Criteria**

The final grades will be based on the following categories:

| <b>CATEGORY</b>              | <b>WEIGHT</b> |
|------------------------------|---------------|
| Writing Assignment: Reflect  | 10%           |
| Exercise: Assess             | 10%           |
| Analysis: Plan               | 15%           |
| Project: Apply               | 25%           |
| Team Assignment: Collaborate | 10%           |
| Participation                | 5%            |
| Lab Test *                   | 15%           |

| CATEGORY     | WEIGHT      |
|--------------|-------------|
| Lab **       | 10%         |
| <b>Total</b> | <b>100%</b> |

**\* Lab Test - This grade is determined by using the highest test scores each week.**

**\*\* Lab - This grade is based on the Lab Activities each week.**

### Grade Conversion Table

The final grades will be calculated from the percentages earned in the course, as follows:

|    |         |     |
|----|---------|-----|
| A  | 90–100% | 4.0 |
| B+ | 85–89%  | 3.5 |
| B  | 80–84%  | 3.0 |
| C+ | 75–79%  | 2.5 |
| C  | 70–74%  | 2.0 |
| D+ | 65–69%  | 1.5 |
| D  | 60–64%  | 1.0 |
| F  | <60%    | 0.0 |

## ✓ **STUDENT Before You Begin Checklist** ✓

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### ✓ **TB133 Textbook Package**

- Have you received/reviewed your textbook package and all components?
- Do NOT discard any component – unique software Access Codes are included and will be needed for this course.

### ✓ **Train and Assess IT (TAIT)**

- Obtain your TAIT Student Welcome Letter from your instructor. It contains your 8-character TB133 Section Course Code which you must have when registering in TAIT for the first time.
- Register in TAIT following the easy instructions found in your TAIT CD package. You can only use your unique TAIT Access Code once so be sure to follow the registration steps carefully!

### ✓ **READI**

- Register in READI following the easy instructions found on your READI Access Code Card packaged with your textbook.

### ✓ **Self-Assessment Library (SAL)**

- Register in SAL following the easy instructions found on your SAL Access Code Card packaged with your textbook. You can only use your unique SAL Access Code once so be sure to follow the registration steps carefully!

### ✓ **Roadmap**

- The Roadmap Icon should be loaded on your lab computer. If it is not, please alert your instructor. If you would like to work in Roadmap from a non-lab computer, please use the following Roadmap Non-lab Computer Install instructions.

### ✓ **Logins/Passwords**

- Jot down all of your unique Logins, PINs, Passwords for all software applications used in this course on the convenient Login/Password page found on the inside cover of your textbook. Due to the technical nature of this course, it is very important to keep your information organized and handy as you will be using it often throughout this quarter.

## Roadmap Non-lab Computer Install

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If you would like to access Roadmap from a non-lab computer, for example, from home, please follow these instructions to install the program onto your computer.

Copy this url into your browser:

[http://64.94.5.245/cliksdmrroot/content\\_directory/mount1/513277/Roadmap\\_WebDirect/launch.htm](http://64.94.5.245/cliksdmrroot/content_directory/mount1/513277/Roadmap_WebDirect/launch.htm) to run the setup over the Internet.

- This setup will take approximately 3 minutes for download over high-speed Internet.
  - Video resolution will have to be set up to **1024\*768 or higher**.
1. Once the setup is completed, please click Start->All Programs-> ITT Roadmap.
  2. You need to set up the roadmap only once. If you wish to access it again at a later date, please repeat only step 1.

*(End of Syllabus)*



# Instructor Guide

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## Important Notes before You Start

1. Be sure to read the Troubleshooting Guide / FAQ's for all software solutions. This is found in **Appendix M** of this document.
2. The activities and assignments provided in each unit are suggested. You may choose to provide replacement items where deemed necessary and appropriate. The replacement items must map to the learning objectives and the prescribed Evaluation Criteria Table in the syllabus.
3. You should inspire, motivate, and direct student usage of the ITT Tech Virtual Library resources by applying the graded learning activities designed in the course.
4. Distribute the evaluation criteria of any graded assignment to students.
5. Some of the activities in this course are **required** due to their direct link to assignments. These are clearly marked **required**. Please do not omit these in your Instructor materials.
6. Be sure to keep a good record of student participation in **every** class meeting; Class Participation counts for 5% of the students' total grades in this course. For Participation rubric, please refer to **Appendix C3**.
7. Please note there are two criterion for lab. Lab Test is based on the actual test grades student get on the TAIT. The student can try the test several times but at your designated cut off date the highest grade will be the one entered for the grade. The Lab grade is determined by the lab activities. This is a grade given each week.

## Course Overview

This course introduces the student to the techniques and strategies for learning and problem solving by delving into life skills and study skills.

### Life Skills

This course leads students through the process of identifying and using values to set goals and live with integrity. Techniques are given for improving motivation and self-esteem, dealing with adversity and failure, and creating life change.

Learning styles theory is covered and assessments given to help students understand their learning preferences and develop a strategy for dealing with others who have different ways of learning. Learning styles are carried throughout the course and applied in the study skills topics, as well.

Time management skills are targeted by showing the students specific techniques and having them apply these skills to their lives.

The subjects of critical and creative thinking are presented and applications given to exercise new ways of thinking. These skills are also applied in the problem-solving section.

How to be an effective team member is discussed in the context of team structure and roles. The importance of working well in teams is highlighted.

Communication styles, types of communication, and how to have difficult conversations and work through conflict are also topics of importance in this course.

### **Study Skills**

The course covers techniques to improve reading speed and comprehension, note-taking during reading, and listening skills. Test-taking skills are covered, as is academic integrity.

Emphasis is placed on independent learning and discovery.

The writing section of the course starts with the basics: sentence structure and paragraphs. The process of academic writing is given, including different types of essays, responses to an article, and email and discussion responses. The course also covers the topics of how to give and receive feedback.

Finally, in Labs, students encounter the major types of productivity software they will use in general education courses: Microsoft Word, Excel, PowerPoint, and Access are covered, to varying degrees of proficiency level. Students should exit the course with a working knowledge of these software applications.

## **Instructor Resources**

### **Resources from Publisher**

- [www.prenhall.com/success](http://www.prenhall.com/success)  
This is Prentice Hall's super site for Student Success.
- [www.prenhall.com/sherfield](http://www.prenhall.com/sherfield)  
This is Prentice Hall's website designed exclusively for *Cornerstone, Building on Your Best for Career Success*. Have students take practice tests or explore.

### **Instructor Resource Center**

Instructions for gaining access to some of the software elements of the course, including the Train and Assess IT (TAIT) used in the lab are located on the Pearson ITT Tech Instructor Resource Center.

In order to obtain username and password information to use the software:

1. Visit: <http://www.pearsoncustom.com/ITTinstructor> (Note: this web site is not for student use)
2. Click the "Access" button to enter the site.
3. Highlight TB133 from the drop down menu of ITT courses and click "GO"

Once on a course page, you will see:

**Overview**, which lists the components in the student package with ISBNs.

**Supplements link**, which takes you to the Supplements Available page.

*\*This page lists instructions for gaining access to TAIT. Follow the instructions to get the unique section course code, which you will fill in on the TAIT Student Welcome Letter provided earlier in this courseware. You will need to give each student a copy of the Welcome Letter with the unique section course code. Students can not register in TAIT until they receive the Welcome Letter from you. Additional instructor supplements and resources pertinent to this course can be found on this Supplements Available page.*

**Order link**, which takes you to the Order page. Check off the items you want to order and include your mailing address before submitting the order. When you complete the form and click 'Send,' you'll see a confirmation that the order has gone through: "Your request has our immediate attention." You will receive an automated email confirmation from **Career.Colleges@Pearsoned.com** after your order has been processed. Please allow two business days to receive this confirmation.

### Curriculum Knowledge Network (CKN)

The purpose of the CKN is to provide a course-based, peer to peer, virtual community support environment where instructors teaching the same course from all ITT Tech campuses can share information regarding the quality and delivery of the course. You are encouraged to post and/or respond to inquiries, and attach supplemental teaching materials to share with your peers.

The current mechanism for accessing the CKN site is via the ITT/ESI Employee Portal.

Steps to Login to Portal and Navigate to CKN:

- Using your Portal user id and password, log into the Employee Portal.
- From the homepage, click on the CKN link.
- On the CKN Page, select a course and click on "Go!"

You may refer to *CKN User Guide* for details.

The following resources for this course are available on the CKN through the ITT/ESI Employee portal: **NA**

## Classroom and Lab Setup

### Classroom Setup

The theory portion of this course must be taught in a classroom. The classroom should have, at least, the following facilities:

- A projection system
- Tables, chairs, a white board
- An instructor computer with the following configuration:
  - A desktop computer with any Microsoft Windows operating system
  - At least 20 GB hard disk for a typical installation
  - A CD-ROM
  - A Local Area Network (LAN) connection

### Lab Setup

The computers should have the following configuration:

- Standard lab computer specifications
- Partial local install (PLI) of Train & Assess IT (TAIT)
- ITT Roadmap

## Your Feedback

After you teach this course, answer the following questions to document your feedback. Your answers will help improve any future versions of the course. Therefore, be as descriptive as possible. If you have any suggestions for improvements, mention them as well.

**Note: Please submit your feedback to your Program Chair/Associate Dean. All of the feedback submitted for this will be collected and forwarded to the Curriculum Department to be used in the revision cycle.**

**Date:** \_\_\_\_\_

1. Comment on the appropriateness and level of the textbook with reference to the level of the students and the purpose of the course.
2. Do the course objectives cover the scope of the course comprehensively? If no, please provide specific examples. Comment on the difficulty level of the objectives.
3. Were the assignments and labs too difficult or too easy for the students? Describe the positive and negative aspects of assignments and labs. Please provide specific examples.
4. Are you satisfied with the quality of exam and/or quiz questions and their answers? If not, mention the specific areas of dissatisfaction, giving examples.
5. Which components in the syllabus, instructor guide and unit plan did you find most useful and which components redundant? Explain, giving reasons.
6. Explain what you like the most in the course, what challenges you encountered, and how you solved them while teaching this course.
7. Is there any other feedback that you would like to provide?

*(End of Instructor Guide)*

## Unit 1: Change

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### A Checklist Before You Start

- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.
- ✓ Note the allocation of time to theory and lab: Elements of the class time are essential for the students to succeed in their Homework.
- ✓ Be mindful of time-on-task: Spending too much time on one activity can result in not covering material adequately or preparing students to complete Homework.
- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ This week, be sure to introduce students to the assignment/homework format: Assess>Plan>Apply. An introductory sheet called **Assignment Philosophy** has been provided for you in the courseware before the Homework Assignments.
- ✓ Introduce students to the **Course Project**. This is important, as students need to know to keep copies of their assignments each week. They will return to them in building their Course Project.

### Objectives

- 1: Describe technological trends of a global information society that will impact lifelong learning.
  - 1.1: Describe the impact of global trends and information on your personal life.
  
- 2: Locate and utilize necessary ITT Tech resources.
  - 2.1: Identify ITT Tech school-level resources.
  - 2.2: Identify components of the ITT Tech Student Portal.
  - 2.3: Access important resources on the ITT Tech Student Portal.
  
- 3: Effectively and efficiently use selected productivity software tools.
  - 3.1: Demonstrate selected skills of Microsoft Word elements.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  - 4.2: Define the characteristics of appropriate in-class dialogue.
  
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
  - 7.1: Describe personal changes that impact lifelong learning.

7.2: Develop a strategy to adapt to life changes.

## **Content Covered**

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 1, “Change” pp. 3–37
- Part 2, “Taking a Tour of ITT Technical Institute Resources” pp. 323–336
- Part 2, Microsoft Word 2003, Chapter 1, “Taking a Tour of Word 2003” pp. 337–341
- Part 2, Microsoft Word 2003, Chapter 2, “Working with a Document” pp. 342–347

## Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Introduction: What's in this Course for Me?
2. Peer encounter: In-class participation guidelines
3. Global changes discussion
4. Short-term goal-setting
5. Long-term goal-setting
6. Strategies for change
7. Introduction to Train and Assess IT (TAIT)
8. Introduction to Course Project

## Teaching Tips for This Unit

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students' learning style.

- **Introduction: What's in this Course for Me?**

This newly designed student success course is intended to jumpstart a student's learning experience at ITT Technical Institute, and *you are the student's first coach*. In general, your teaching approach to this course will be more effective if it encourages the students' self-discoveries. Using a "coaching" methodology rather than traditional teaching methodology is strongly encouraged.

Some ideas for beginning the course on a motivational and positive note:

- Introduce yourself and perhaps tell a personal story about what the issues covered in this course—namely motivation, goal-setting, learning style, study skills, time-management, and technology tools—have meant to you in your own career:
  - How have you kept yourself motivated over the years?
  - What paths did you take that were unexpected?
  - How did you manage personal change?
  - How did you manage change in the field in which you worked?

Sharing these things as much as you can with your students will serve to "break the ice" with them. Adult learners like to be treated as adults, and hearing your stories is like having a conversation with a peer rather than encountering a new boss or an instructor who will only lecture and evaluate them.

- **Optional:**

If possible, in Units 3 or 4, secure a guest speaker who is an alumnus of ITT Tech or a professional working in an ITT Tech field, such as IT, business management,



health, or criminal justice. Have the speaker do the same thing: tell a personal story of change. This is precisely what the students will be asked to do in their assignments for this unit, so it will be helpful for them to see models.

- *After having class introductions:* If the climate in the classroom seems friendly enough to facilitate a discussion, have the students start to tell their personal stories of change.
  - Find an inspiring article about personal transformation, motivation, or success that will set the tone. Movies such as *To Sir with Love*, *Hoosiers*, and others have great plotlines than can be described or discussed.
  - Tell the students that this class is for THEM. Tell them that this is not just another class; it is intended to be a catalyst for personal change. They are expected to participate fully in order to maximize the value of the self-assessment tools, content, and course assignments and projects designed to help them succeed in college.
  - A wealth of material has been placed in **Appendix C1** to help you “crack” the first day of class with your students, open up and facilitate class discussions, and mitigate a host of common student problems in first-year student success courses like this one. Please choose from this material as necessary and as class time allows.
- **Peer encounter: In-class participation guidelines:**

For this course, the students will receive 5% of their grades from your assessment of the quality of their in-class participation. Unit 1 is when you must let them know this, with an engaging in-class icebreaker and a short lecture on what makes a good class participant.

Some useful material to guide your own thinking about class discussions, and how you will formulate and facilitate them is included in **Appendix C2**.

- **REQUIRED: Global changes discussion**

In class, it is required that you open up a discussion about the global changes that have occurred (1) in the last century, and (2) in the students’ lifetimes, because this activity is directly related to the required assignments for the unit. (Please refer to the **Appendix C2** material on facilitating quality in-class discussions.)

In this unit’s assignments, the students will be reflecting on this discussion in completing their own self-assessment of personal changes. They are also asked to consider global changes and how these have impacted their personal decisions and lifestyles.

In this first unit, it is essential to set the tone of this course as one in which students can freely express their ideas about their global perceptions and their self-perceptions, and how getting a college education will impact who they become in the world.

Here are some prompts you can use, all beginning with “Where were you...:”

- **Where were you** when the Shuttle Challenger exploded in the 1980s? How did the event impact you? How did it affect your perception of technology? If you were very young or too young, how did reading about this in history books impact you?
- **Where were you** when the Berlin Wall was torn down? Ask questions that make the students think about how world events impact their world views.
- **Where were you** on 9/11? How did 9/11 impact your perception of the United States and its role in the world? Why does an event like this unite people, and divide them?
- State the following terms and ask the students to state the first thing these terms bring to mind. Collect student comments on the blackboard: **outsourcing, knowledge economy, Internet, war on terror**. You can add any other terms you think will prompt student discussion.

Once you have a lot of students’ “first thoughts” regarding these terms, have the students look at the board and think about the selection of impressions.

Now, start a discussion prompted by a question like this: “How have global changes in my lifetime impacted my own personal changes?”

If students think they have no impact, prompt them to discuss WHY this might be. Have students rate themselves on a scale of 1-10: How informed do you feel you are about world events? How often do you read the newspaper? News magazines? Professional journals in the field you are studying?

- Discuss how and why being “informed” impacts personal change. What about collectively? Is an informed populace more or less likely to be able to effect societal or global change through democratic processes?
- **Values and goal-setting: Introduction**

The following ice-breaker is a good entrée to the topic of “values and goal-setting.” In the next unit, students will focus on personal motivational factors and their relationship to values. Values is a hard concept to “teach,” so it’s better that the students conduct self-discovery on their values.

Consider the following ice-breaker:

### **The Island**

**\*Please note: The feedback on this activity is that students love the exercise. However, spending too much time on this alone could result in falling behind on the remaining required elements of class time. Try to limit this activity to 20-30 minutes.**

**Explanation:** This activity will allow the students in your class to speak out based on their value and moral systems. You will find that students are willing to defend and even argue about their own value systems!

**Procedure:** Tell or read the following story to the class and then poll students to see how many people vote for each character as being the most admirable. After you have put the results on the board, let them discuss why they voted the way they did, and ask them to defend their answers.

### **The Island Story**

Once upon a time, there was an island in the middle of the ocean, far removed from other islands. Actually, there were two islands because a river ran through the island, dividing it into two parts. There was a bridge that allowed passage from one side of the island to the other. On one side of the island, there lived a boy and on the other side there lived a girl. They had known each other all of their lives. They had played together as infants, gone to school together, grew up together, fallen in love with each other, and now planned to be married and spend the rest of their lives together.

One day, a horrible disaster happened. A hurricane came by and caused much devastation and death to both sides of the island. The boy was at his home when the storm came and the girl was at her home. After the storm had passed, the girl ran to the bridge to cross to see if the boy was safe. To her astonishment, the bridge was gone. She spent the entire day combing the river to try to get across. Her fears and anguish increased with each hour. At the day's end, she still did not know if he was dead or alive.

Early the next morning, she began looking again for a way across the river. Toward the day's end, she spotted a man with a boat. She ran to him and asked if he would take her across. He said that would be no problem, but he would have to charge her. She told him that she would give him anything, any amount of money, her pearl ring, anything to take her across. He, however, did not want money or possessions. He told her that the payment would be that she would have to sleep with him. She explained the whole situation to him and begged him for another source of payment. He told her no. She went away and another day passed without knowing if her fiancé was dead or alive.

Early the next morning, she was up looking for another way across the river. Still, there was no bridge construction and she could not find a way across. Finally, toward the middle of the day, she saw a man talking with the man with the boat. She waited for him to come up the hill from the river and she stopped him. She asked him if he knew the man with the boat. He said that they had been friends for over 12 years. At this point, she told him what had happened and begged him to ask the man with the boat to take her across. He told her that he felt uncomfortable and did not really know her. He said that he did not want to get involved. He would not help her.

The day passed, and the next day and the next day. Finally, almost a week was gone and the girl was desperate to know if the love of her life was dead or alive. At the end of the sixth day, she went to the man with the boat and told him that she would “pay his price.” He told her where to meet him, and later that day, he took her across the river.

At this point, she began frantically looking for her lover. She went to his house. The house was gone. She went to the place where he had worked. The building was gone. After a few hours, she spotted him working with other people removing trees from a building. She called his name. He turned and saw her and they both began running toward each other. They met and kissed and cried and were ultimately happy that each was alive.

The boy began telling her what had happened on his side of the island and that he had gone to the bridge to try to cross. He told her that he did not know the bridge had been rebuilt. She told him that the bridge was still out. He said that he could not get across and asked how she did it. She told him that she had found a man with a boat. She told him everything about the trip.

At that moment, he pushed her away and with disgust in his voice, told her that he never wanted to see her again. He told her that she had ruined everything and that he never, ever wanted her to come around him again.

Brokenhearted, she left and returned to her side of the island. She was sitting on a bench on the river’s edge when a stranger came along and saw her crying. He asked if he could help her, and out of desperation to talk to someone, she told him the entire story. The stranger was outraged. He took her by the arm, went to the man with the boat, pushed him out of the way, put the girl in the boat and took her back across the river.

When they arrived on the other side, the stranger asked the girl to point out the boy who had “dumped” her. She did so. The stranger then approached the boy and asked if the story were true. The boy said that it was. At that moment, the stranger hit the boy and beat him to the ground. He was not dead, but he was badly beaten.

The story ends with the following scene. The boy is on the ground with blood all over him, the stranger is standing over him with his arms crossed looking at the girl, and the girl is leaning against a tree with a smile on her face.

At this point, you should list the five characters on the board and ask each student to “vote” for the character that they most admire. Everyone must vote for one and one only. After the tally is on the board, you should begin the discussion and let students tell why they voted the way they did. It may be that you have to play the devil’s advocate. You may also have to point out the good and bad in each character such as:

| Character         | “Good” Aspects        | “Bad” Aspects         |
|-------------------|-----------------------|-----------------------|
| Girl              | Sacrificed, giving    | Enjoyed boy’s pain    |
| Boy               | Held to values        | No compassion         |
| Man with boat     | Businessman, honest   | Opportunist           |
| Friend of boatman | Stayed out of the way | Stayed out of the way |
| Stranger          | Wanted to help        | Resorted to violence  |

**Here is another useful exercise to have students articulate their basic values:**

### **My Secret Place**

**Explanation:** This activity allows the students to spend a moment deciding what is very important in their lives. It will also give them an opportunity to see what is important in the lives of other students.

**Procedure:** Pass out a sheet of thick paper with a string tied to a hole in each corner of the top. The string should be long enough to allow the paper to hang around students’ necks and come down to their stomachs.

On this paper, have the students draw pictures of the things that they would take with them if they were to be in a place from where they could never return . . . an island, a desert, the moon, etc. They should not use any words, only symbols, stick people, and drawings. They can put as much on one side of the paper as will fit.

They are not to talk during the drawing period or during the following activity. When the drawing is complete, have each student walk around the room with his or her drawing hanging from the neck. They are to look at each other’s drawings, but they are not to speak to anyone. The room should be silent. After about ten minutes, have the students return to their seats. Ask the students what drawing they saw around someone’s neck that they did not understand or that they would like to know more about.

Then, the student with that drawing could tell about the item of interest or misunderstanding. This gives students a chance to talk about their lives and talk about what they value.

- **Short-term goal-setting**

- First differentiate between short-term and long-term goal setting by saying, there are no hard and fast rules. Short-term goals are usually those that can be achieved in six months or less and often *impact* long-term goals; and long-term goals involve goals that take many steps and are achievable over many months, years, or even a lifetime.
- Point out that attending college can be seen as a short-term step toward achieving one's long-term career and life goals; but that there are long-term goals within a college education, such as graduating with honors, that take several short-term goals to achieve.
- Discuss goal-setting with the students as it relates to *attitude*: How is realistic goal-setting related to having an attitude of "I CAN get this done," as opposed to, "I will fail at this"?
- Have students break into small groups to discuss what short-term goals they might create just for this class. You can prompt them with: "Understanding the syllabus," "Creating a study plan for this and my other courses," "Finishing Unit 1 assignments on time."
- Once students have listed three or four short-term goals for themselves related to this class, facilitate a discussion on the importance of goal-setting to self-esteem and perseverance. How does goal-setting aid motivation?
- You can facilitate a goal-setting writing session on the blackboard using sample student goals. Have the students collaborate to write:
  - Goal statements: specific and measurable, usually concise, definition of the short-term or long-term goals.
  - Action steps: concrete things they will do to achieve these goals.
  - Target dates: concrete dates (working back from a due date) by which steps must be achieved in order to be successful.
  - A narrative statement: what does this goal mean to them at this time? What would be the positive outcomes and repercussions of achieving this goal? What would be negative effects of not following through?

Then, you can transition to long-term goal setting.

- **Long-term goal-setting:**

Have the students remain in their groups, and conduct the exact same exercise, but this time attack long-term goals. The students should see that progress in their lives can be made using the same, simple problem-solving skills that help them accomplish relatively simply short-term goals in attacking long-term goals.

- **Strategies for change**

**Appendix C4** contains several in-class activities (use as many as you like or have time to conduct) that can be used to stimulate students' thinking about personal strategies for effective changes they might have to make in their lives as they adapt to college life:

- **Introduction to Train & Assess IT (TAIT),**

The TAIT Icon should be installed on the lab computers. If it is not, please alert your Dean or SST who will need to install the TAIT PLI.

Please instruct students NOT to throw away their Prentice Hall Train and Assess (TAIT) CD Packs that have been packaged with their texts. The packs contain an important access code and a CD. Students will need to register in TAIT. In order to register successfully, students will need the 8-character TB133 Section Course Code provided by you on the TAIT Student Welcome Letter and, the Access Code located under the pull-tab inside their TAIT CD pack. The Access Code may only be used once so please ensure students register properly. If a replacement code is necessary due to invalid or improper student registration, please obtain a replacement Access Code from your campus Dean or Director. Students need to perform the initial TAIT registration process only one time. They will re-enter TAIT using a unique login and password assigned to them at time of registration. The CDs in the TAIT Pack will allow students to install the software on their home computers for enrichment exercises and further study. A TAIT Student User Guide is packaged with the TAIT CDs. Encourage students to refer to this Guide for additional TAIT help.

Please allow at least an hour to familiarize **yourself** with the TAIT software program. It is not required that you, as an instructor register in TAIT. However, if you would like to view the application as a student would, you will need a Access Code and will need to register as a student. Contact Kateri Drexler (kateri-drexler@pearson.com) for your own TAIT Access Code. There are a number of TAIT-specific tips and hints located in **Appendix M** of this courseware. You will need to pull TAIT reports on each student from time to time. Instructions on how to do this are explained in the **TAIT: Instructor Instructions for Use** section of **Appendix M**.

TAIT is designed to be a self-directed learning process that enables students to learn at their own pace. To help your students become more comfortable with using TAIT, however, please use the first lab to introduce students to the software by taking them through the Microsoft Word I, Lesson 1 tutorial together. Go through the first tutorial yourself prior to the first lab so you have a good feel for the program and lesson. Then, walk everyone through it and answer questions, being aware that learning new software requires a learning curve. You can point out how the features of the program work, including the Learn by Doing activities. Encourage students to take all tutorials prior to taking the tests. In Microsoft Office programs, there are often multiple ways to

accomplish the same task. The tutorials teach these different ways and the exams test the students on the particular knowledge presented in each week's lessons.

- **Facilitation Tips for this Unit's Assignments**

In the Instructor Notes, it was communicated to you that a required in-class discussion on global changes is crucial. It's okay if every student repeats in his or her assignment the global changes that arose and were discussed in class. It's what he or she *does with them* that matters.

Students may otherwise get stuck on these changes, because they may not be accustomed to thinking on a global scale and then relating this back to themselves.

In your interaction with students in this unit, you can gently guide them toward the realization that they are a part of a global information society, especially so because they are pursuing careers in technology, business, and health, three driving forces of the global economy. They should realize they are a part of something bigger than themselves, and yet, by pursuing a quality education, they are poised to make individual contributions to something so big.

If students get stuck on the personal changes in their lives, or become shy about sharing these, encourage them to think of this exercise as a part of change, which can sometimes feel uncomfortable before it feels exciting. Most students will enjoy sharing, but you can help those who do not by reminding them that they don't have to share intimate details, and that they don't have to share their Change Wheels with anyone else besides you. An introduction to the Assignment Philosophy for this course is provided as a handout below, which you can share with your students at the end of class. You can use this as a prompt for your own discussion, or provide to students as a handout as they depart class.

### **A Note on the Course Project**

In this first unit, you can also share with the students the Project Overview, a printable handout of which is available as **Appendix A**, and shown below. This document shows the students where they are going in the sense that their assignments in every unit are steps toward the Project. They will take their Plans a step further after the experience of some Units of the course to reassess and plan some more for the future: namely, they will be thinking about *continuous improvement* plans in all of the major areas of this course. Taking some time to explain this to the students will help them see the "big picture."



**Project: Continuous Improvement****Purpose:**

- Show how all parts fit together toward helping you become an effective and efficient student and a lifelong independent learner.
- Apply the project's parts to a future strategy for success.

**Deliverables, Requirements and Timeline**

1. **Project: *Apply* assignments Units 1-10:** In nearly every unit, you will complete self-assessments (Exercises), do Analysis: Plan assignments that interpret your assessment results, and then complete Project: Apply assignments. These will bring the concepts together and help you see a short-term strategy for success in this area. The Apply assignments will become the parts of your Final Project, so all Apply steps are called Project: Apply.
2. **Unit 8:** You will start to complete a Continuous Improvement chart, which will bring together all Project: Apply elements into a longer-term look at how to succeed in various elements of learning, from: identifying and applying your personal values and motivation, to time-management, to maximizing your learning style, to developing techniques overall that will make you a lifelong independent learner who succeeds.
3. **Unit 10 Lab:** In this Lab, you will have the opportunity to fine-tune your Continuous Improvement Chart using all of the skills you've learned in Labs on Microsoft productivity tools.

**NOTE: If your Lab session precedes your class meeting for Unit 10, be sure to complete Unit 10's Project: Apply assignment as the first thing in the lab.**

**Task 1:** Complete your Continuous Improvement Chart

| <b>Area</b>            | <b>Assessment Title</b>   | <b>Brief Summary of Apply Step</b> | <b>Continuing Challenges in this Area (List)</b> | <b>Brief Statement of Strategy</b> |
|------------------------|---|------------------------------------|--|------------------------------------|
| <b>Change</b>          | Apply: Your Story of Change   |                                    |  |                                    |
| <b>Persist</b>         | Apply: Persist and Succeed!   |                                    |  |                                    |
| <b>Learn</b>           | Apply: Visualize your Best Self   |                                    |  |                                    |
| <b>Prioritize</b>      | Apply: Time is Not MY Enemy!<br>A Personal Schedule Framework             |                                    |  |                                    |
| <b>Read and Record</b> | Apply: Choose your Assignment for Reading Comprehension Improvement       |                                    |  |                                    |
| <b>Respond</b>         | Apply: Write, and Rewrite, and Rewrite, and Proofread                     |                                    |  |                                    |
| <b>Remember</b>        | Apply: My Study Strategy for Success                                      |                                    |  |                                    |
| <b>Assess</b>          | Apply: Organizational Plan Step 3: My Action Plan for Test-Taking Success |                                    |  |                                    |
| <b>Cooperate</b>       | Apply: Teamwork Skills Improvement Plan                                   |                                    |  |                                    |

**Explanation of Column Headings:****Assessment Title**

These are simply the titles of the **Project: Apply** assignments you have completed throughout this course. They are listed already for you in the sample chart.

**Brief Summary of Apply Step**

In this summary, write briefly about what you found out about yourself when you completed the assignments. These summaries should reflect where you were.

**Continuing Challenges in this Area (List)**

In this column, list the challenges you still see for yourself in the area.

**Brief Statement of Strategy**

In this column, or in a separate document if you prefer, lay out concrete steps you plan to take to overcome skills or attribute gaps, or ways in which you plan to continue to improve in this area.

**Sample Responses: Some sample replies are provided to guide you.**

| <b>Area</b>    | <b>Assessment Title</b>                | <b>Brief Summary of Apply Step</b>   | <b>Continuing Challenges in this Area (List)</b>      | <b>Brief Statement of Strategy</b>   |
|----------------|--|--|---|--|
| <b>Change</b>  | Apply: Your Story of Change            | <i>In this assignment, I related my experience of change in deciding to enroll in college. I told about how I came to decide, and shared some challenges I have had in my past academic life. I related how watching my son grow up has caused me to want to change to improve his life.</i> | Attention span<br>Self-motivation<br>Self-confidence  | I plan to continue to review my Story of change as a diary of sorts through my career. I think I might find this useful, if sometimes humorous, to see where I <i>was</i> when I started. It could improve my self-confidence to see that I CAN change.                            |
| <b>Persist</b> | <b>Apply: Persist and Succeed!</b>     | <i>In the self-assessments, I found out my three primary motivators and three primary needs. I am motivated by the need for change, power, and affiliation. I discovered that I like praise and recognition and actively seek them.</i>  | Channeling my need for praise/dealing with criticism. | I am now self-aware, and this helps. I plan to continue to seek mentoring from faculty and interaction with my classmates. I plan to continue to work on my fear of criticism by becoming more open to it and by clearly laying out for my reviewers what kind of feedback I need. |
| <b>Learn</b>   | <b>Apply: Visualize your Best Self</b> | I found in the learning style assessments that I am primarily a visual learner.  | Verbal-linguistic skills                              | Since I now know that I have some dominant intelligences and a learning style that predispose me to certain  |

| Area                   | Assessment Title | Brief Summary of Apply Step | Continuing Challenges in this Area (List) | Brief Statement of Strategy   |
|------------------------|------------------|-----------------------------|---|---|
|                        |                  |                             |   | types of learning, I am going to seek those out. Whenever possible, I will use charts and graphs to study, or create charts and graphs to learn content. At the same time, I plan to try to read more to improve my verbal-linguistic skills. |
| <b>Prioritize</b>      |                  |                             |   |   |
| <b>Read and Record</b> |                  |                             |   |   |
| <b>Respond</b>         |                  |                             |   |   |
| <b>Remember</b>        |                  |                             |   |   |
| <b>Assess</b>          |                  |                             |   |   |
| <b>Cooperate</b>       |                  |                             |   |   |

## Assignment Philosophy

Dear Student:

Here you are at your very first assignment for this course, probably in your very first unit as a student at ITT Technical Institute.

Starting college, as you will read in your text, can be quite overwhelming. So many new experiences begin at the very same time, and you are asked to prioritize and manage aspects of your life in completely new ways. Many students struggle with the sheer volume of new things to learn and do.

The good news is, from these struggles can arise opportunity perhaps like at no other time in life. Many students say they make big “connections”—with other people, with ideas, and with themselves—in their first weeks of college. Maybe this is because this is the first time they’ve been asked to look at the world of learning and the world itself in relation to themselves.

Even the overwhelming stuff can be *very, very* exciting! Starting college, like perhaps no other undertaking, unites your past, present, and future.

Who are you in this big, wide world, and how can you make a difference, for yourself, for your family, and as a citizen and professional?

The assignments of this course are designed to help you answer these big questions, step-by-step. You will do this through a process where you will assess your past and present selves, identifying those *motivations* that will propel you into a great future.

Sometimes, the assessments can be tough reminders of some gaps that exist where we are. Maybe we’re not where we could be in reading comprehension or writing skills at this very moment, but the most important reason you’ve become a student—again or for the first time—is to improve yourself, to shape your habits and priorities, and to realize your potential and your dreams.

So, while it might be frustrating initially to find out your reading, time-management, or writing skills could stand improvement, it’s all a part of this process.

In your assignments, you will:

- Look at your past and present self and **Assess** where you are, whether it is in current study and time-management skills, self-confidence and values, or reading comprehension.
- Think about where you are today, and **Plan** what you need to do *short-term*, perhaps just that week, to start to fill in a gap you have found through your self-assessment.

- Start designing your own future: **Apply** what you've learned about yourself and what you think you should do to a *long-term* strategy for success. This will be called the Continuous Improvement Project, starting in Unit 10.

The other critical part of this journey is that you let your Instructor and peers help you through these processes. All you need to do is be honest with yourself, try hard, and persist.

So, let's get started!

## Homework

The following homework is designed to cover the course objectives for this unit.

### 1. Writing assignment 1: Reflect: How do I Handle Change?

At the end of class if there's time, or as homework, write about the following reflection question:

Write for ten to fifteen minutes about your personal attitude toward change. You can use the following questions as prompts, but you are encouraged to "free-write," so don't get stuck if these questions don't lead you anywhere. When you free-write, you don't have to worry about punctuation, grammar, or even sentence and paragraph structure. Simply "get your thoughts on paper" and don't edit yourself.

- What does "personal change" mean to you?
- Do you feel you are undergoing personal change at this point in your life? Why or why not?
- How did you decide to enroll in college?
- How do you view college entry as an agent of personal change?
- What personal changes do you expect over the next two years?
- What personal changes have you undergone in the recent past, and what have been their effects? What about your childhood? Can you remember any momentous events in your life that caused you to change?

#### **Deliverable:**

Submit your reflection to your Instructor, either as a Word document, or as a hand-written page. You should fill at least one page.

You will be graded, not on your writing ability, but on the quality of your thoughts and expression, and your effort to reflect meaningfully.

#### **Rationale:**

The Change Wheel will allow you the opportunity to look at the changes that have occurred in your life thus far, and then consider global changes in the same schema. You should come away from this assignment with a better focus on your role in a personal and global world, and an idea of how to be an agent for positive change in your life.

**2. Exercise 1: Assess: The Change Wheel: Personal and Global Perspectives**

**Introduction:**

In this unit, we looked at Change: the need for it, how difficult it can be, and strategies for change.

This first assignment asks you to think *carefully* about personal changes and global changes. After you rank six personal changes and six global changes that have occurred in your lifetime, you will be asked to start thinking about a plan to make change an easier, more natural part of your life.

**Procedure:**

Task 1: Personal Change Assessment

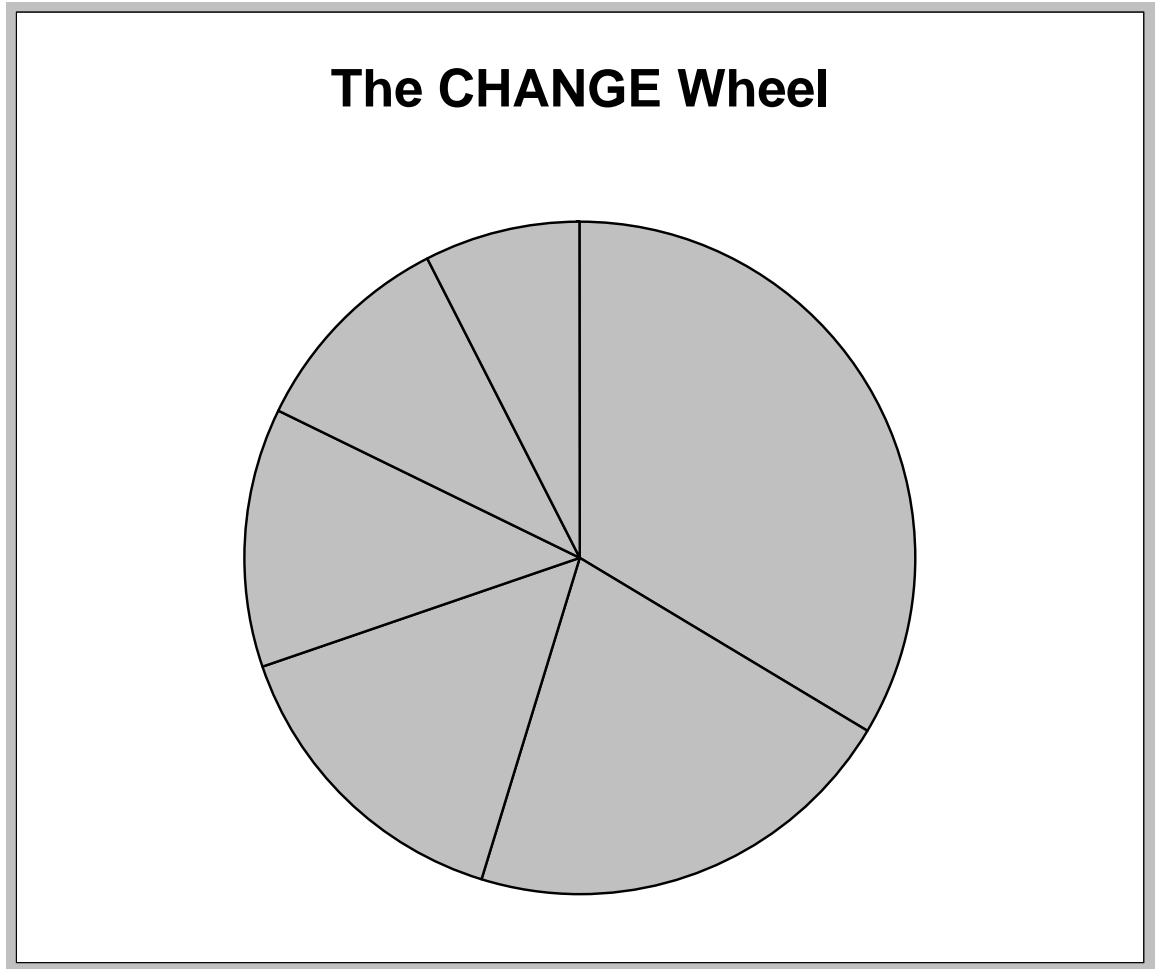
**Part I:** List six of the most major changes that have happened in your life thus far.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Part II:** Now, think about the magnitude of these changes. List the most major personal change in the largest pie slice below. Then list the next most major change in the second largest pie slice, and so on.



Personal Changes

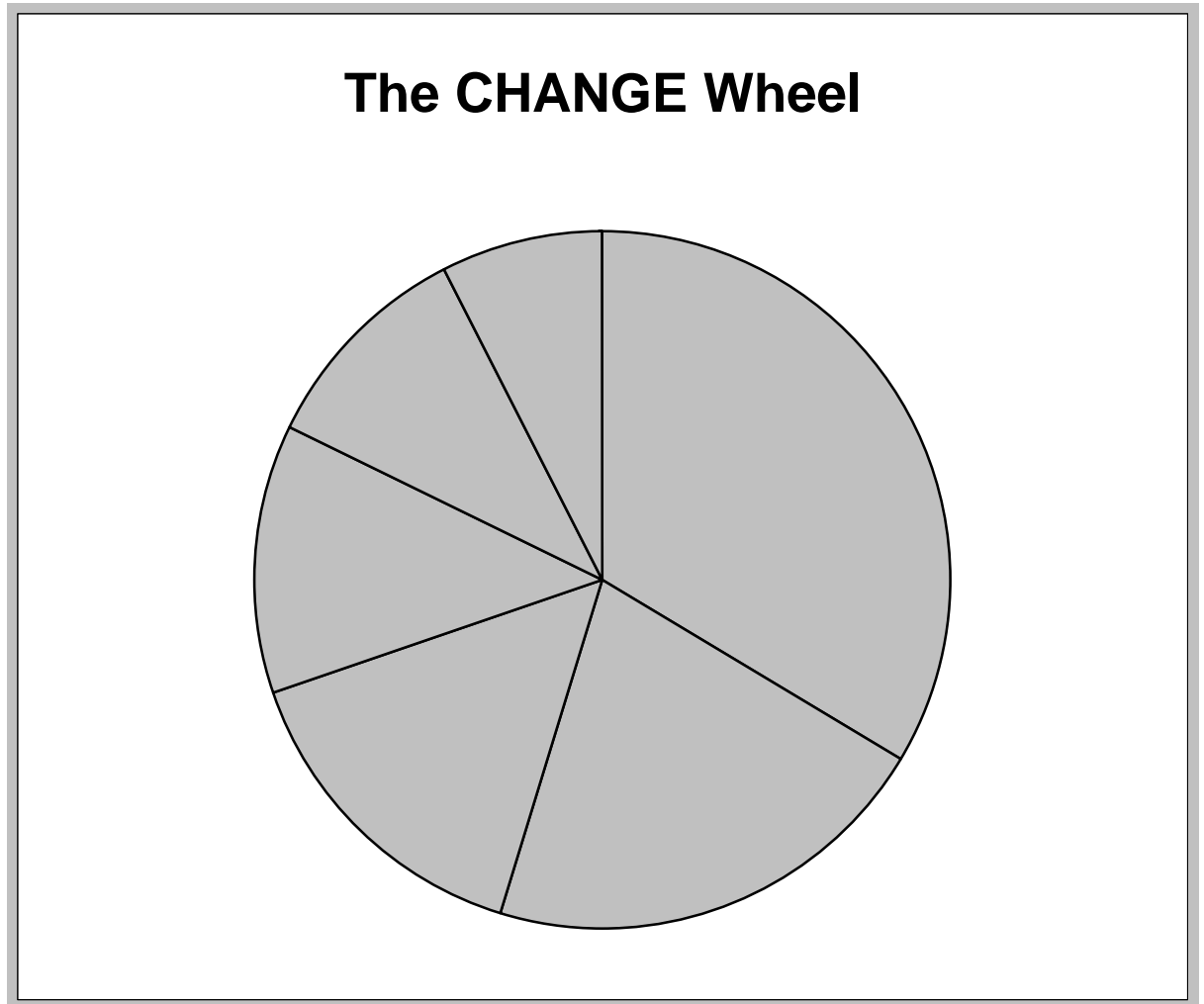


Task 2: Global Change Assessment

Next, think of six major changes that have occurred in the world since you were born.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Think again carefully about the magnitude of these global changes, and rank them in order of importance in the pie, with the largest piece of the pie corresponding to the largest change.

**Global Changes**

Submit your deliverables of Task 1 and Task 2 to the instructor. The deliverables should include the:

- List of six most major changes that have happened in your life thus far.
- Personal Changes Pie Chart
- List of six major changes that have occurred in the world since you were born.
- Global Changes Pie Chart

### 3. Analysis 1: Plan: Where are You in Relation to Change?

Compare the two Change Wheels you created in the previous assignments.

Answer the following questions:

- How do you think global changes have affected your personal changes? If they have not impacted you at all, why do you think that is?
- Write one paragraph explaining what you think has changed in the workplace and in general life since your parents were your age.
- Have any of these changes impacted your decision to enroll in college? Why or why not?

#### **Deliverable:**

Submit your inputs to your Instructor, either as a Word document, or as a hand-written page. You should fill at least one page.

### 4. Project 1: Apply: Your Story of Change

After the previous assignments, you surely have thought a lot about change in your life, and compared this to change on a global scale.

Now, you have two choices for the next step:

**Option 1:** Write a narrative called My Story of Change. This might be a short biography that tells how you grew up, what world changes occurred and impacted you, and how you came to enroll in college this year. Focus on positive change and conclude with a paragraph describing what positive changes can be expected in your near future.

*Use your Change Wheels and your answers to questions under Part II, Task 1 as your inspiration.*

**OR**

**Option 2:** If you are an artist, or a more visual person, create a storyboard, or series of pictures or symbols to tell your Story of Change. Under each drawing or symbol, please provide a sentence or two explaining it. Show the progression of change in your life and what led you here, to ITT Technical Institute. The end frame should show “the future,” and portray or symbolize what positive changes can be expected in your near future.

*Again, use your Change Wheels and your answers to questions under Part II, Task 1 as your inspiration.*

**Deliverable:**

Again, you may handwrite or hand-draw this part of the assignment, but if you are comfortable with Word, it is highly recommended you use it.

**Delivery of this Unit's Assignments:**

You may handwrite this first assignment if you have no familiarity with Microsoft Word, but if you are comfortable with the basic features of Word, it is highly recommended that you type your responses in a Word document.

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and the deliverables from the **Exercise**. In addition, attach your responses to the **Analysis** questions and the deliverable for the **Project**.

Submit to your Instructor at the beginning of the next class meeting.

**Note:** Please retain copies of everything from this assignment, because you will use these assignments later in your course project.

## Labs

### Lab 1a: Introduction to ITT Tech Student Portal and Campus Resources

*A Note to Instructors:* You may wish to have this portion introduced by the Career Services staff person. Therefore, you may choose to move this lab to the time when Career Services does a presentation to your class.

Access the ITT Tech Student Portal.

Your Instructor will guide you through the Portal, demonstrating the following:

- Student email
- Campus resources
- Announcements
- Other relevant features of the ITT Tech Student Portal

#### **Important Notes before you Start**

- Read your ITT Tech e-mail daily to make sure you are not missing critical information from ITT-Tech instructors and staff.
- The portal and email passwords are case sensitive so always use lowercase.
- For security reasons, you will be prompted to answer 5 security questions as part of the initial login.
- You will be also asked a series of 3 security questions that will allow you to retrieve your password later if you forget what it is.
- Extensive help information on portal and e-mail is available in the Help Center section of ITT Tech Student Portal.
- Keep this email handy to assist in your login process.
- See below for some of the additional valuable resources that will be available from within the ITT Tech Student Portal.

#### **Career Bank**

- Where: Click on Career Bank under the Resources tab from the ITT Tech Student Portal.
- What: Career Bank is ITT Tech's online jobs database and career information tool. ITT Tech students and graduate can upload resumes, search for jobs, apply online for jobs, research companies, learn about occupations and employment trends and access other resources to help in their career search.

## The ITT Tech Student Portal Student Worksheet

**After exploring the ITT Tech Student Portal in Lab, answer the following questions:**

1. How often should you check your student email? \_\_\_\_\_

2. List the *path* for getting to your student email account. The path to a particular place on the Internet is the list of steps of how you get there. For example: ITT Tech Virtual Library > Program Links > General Education / Technical Basics.

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3. Find the Career Bank. Find one interesting part of the bank, list it here, and write one sentence describing how this part of the Portal will help you in the future.

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4. Find the link to the ITT Tech Virtual Library on the ITT Tech Student Portal home page. Log in to the ITT Tech Virtual Library. List two parts of the ITT Tech Virtual Library Home Page below:

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## Lab 2: Microsoft Word 1 Tutorial

**STUDENT: Look at your Student User Guide to TAIT that comes with your Train & Assess IT CD package. This contains troubleshooting tips.**

### What is the purpose?

This is the first Microsoft tutorial lab, so there will be a slight learning curve. You'll first need to learn how to access the tutorials using **Train and Assess IT (TAIT)**. Then, you'll need to learn the software. You may have had some experience already with the Microsoft Office Suite or you may not have had any experience at all.

These labs are designed to work with your individual comfort level. You can start at the beginning by going through this first tutorial whose purpose is to introduce you to the software. You will learn to open a document, enter text, save, and print a document in Project 1.

If you are already familiar with Microsoft Word and feel you have mastered these skills, you can skip this tutorial entirely and go directly to the Lab Assignment (test). If you can test out with a passing grade of 80% or better, you should proceed to next unit's tutorial and Lab Assignment. If you have extra time after that, consider going on to additional Units. Each unit you should do at least one tutorial and take at least one test.

Don't worry about getting through all of the labs listed for this course and not having anything to do at the end of the course! We have more! Let your Instructor know when you reach the end of the labs listed for the course and you will be set up with the ability to move onto more advanced levels. A word of caution, though: if you think you want to fly through these, this first lab starts with the basics but the tutorials quickly move into new realms. There are always new tricks to learn in these programs that will make your life easier!

### What are the steps?

Go to **TAIT** on your Lab computer.

Access either the following Microsoft Word tutorials or move onto the Lab Assignment and next unit's lab and Lab Assignment if your Microsoft Word skills are more advanced than this unit's lessons.

### Task 1: Microsoft Word 2003

#### Procedure:

Complete the following lessons for Microsoft Word in the TAIT program.

Microsoft Word 2003

Project 1

Lesson 1: Exploring the Word Screen



Lesson 2: Using Menus and Toolbars  
Lesson 3: Entering Text in a Document  
Lesson 4: Saving a Document  
Lesson 5: Correcting Spelling and Grammatical Errors  
Lesson 6: Printing a Document  
Lesson 7: Getting Help  
Lesson 8: Closing a Document and Exiting Word

Microsoft Word 2003

Project 2

Lesson 2: Scrolling and Using the Select Browse Object Palette  
Lesson 3: Inserting Text  
Lesson 4: Selecting, Deleting, and Changing Text  
Lesson 5: Creating a Table from Existing Text  
Lesson 6: Applying a Bulleted List  
Lesson 7: Inserting Page Numbers  
Lesson 8: Changing View Modes

### **Task 2: Microsoft Word 1 Test**

Go through the Microsoft Word tutorial and then take the Microsoft Word I exam. You can access this through **TAIT**. If your skills in Microsoft Word are advanced, you can take this test without going through the tutorials for the unit if you go through at least one other tutorial.

### **Did it work?**

- Were you able to complete the assigned lessons for Microsoft Word in the TAIT program?
- Do you feel confident to perform all these tasks in real life?

## Summary and Reminders

This unit may have been huge for your students and for you. You have begun your role as coach to these students for the next 10 Units, and they have entered a new phase of their lives and have been asked to take in a lot of information at once.

**Reminders:** Be sure to emphasize to students NOT to throw away any items from their student textbook packages, because critical student access codes for various software elements are on these cards.

Also, be sure to encourage students to contact you with any qualms and questions as they embark on their first assignment and Labs.

*(End of Unit 1)*

## Unit 2: Persist

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### Checklist Before You Start:

- ✓ **SAL:** Students will use Prentice Hall's Self-Assessment Library (SAL) for the first time in this unit's Homework Assess-Plan-Apply assignment. It might be a good idea to walk students through each step of SAL this first time.
- ✓ **Student Login Information:** Remind students to write their login information to all software elements in the front section of their textbook, where a form has been provided. Instructors have found it handy also to keep copies of the students' access codes in case they come to class without them at some time.
- ✓ **LAB:** Be sure to address all student questions on TAIT and SAL this week.
- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ If you have not yet introduced the **Course Project**, please do so this week.
- ✓ Be mindful of time-on-task as usual. All topics must be covered so students are prepared for the Homework.
- ✓ **Collaborate Assignments**, conducted during class time, are also **REQUIRED**.
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 2: Locate and utilize necessary ITT Tech resources.
  - 2.4: Find academic program and career resource information on the ITT Tech Roadmap.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  
- 6: Effectively and efficiently use ITT Technical Institute Virtual Library to locate and analyze information and sources.
  - 6.2: Identify the major components of the ITT Tech Virtual Library.
  - 6.3: Identify different ways of accessing the ITT Tech Virtual Library.
  - 6.4: Use the search features in the ITT Tech Virtual Library to find required information.

7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.

7.3: Define internal locus of control.

7.10: Develop a strategy for personal motivation.

7.11: Identify how attitude affects personal success.

7.12: Identify personal goals and specific actions and behaviors for achieving those goals.

## Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 2, “Persist” pp. 39–61

## Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Locus of control
2. Negative self-talk
3. Motivation and persistence: the vital link: in-class activity (required)
4. Collaborative: Solve a problem of persistence: in-class scenario
5. Motivational factors
6. Introduction to Prentice Hall Self-Assessment Library (SAL)
7. Introduction to ITT Tech Program Roadmap (Lab)

## Teaching Tips for This Unit

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students' learning style.

- **Locus of Control**

**This concept is critical to this course, and you should spend some significant time discussing what it is.**

**Explaining locus of control:**

On the board, draw a person beaming with a smile, and the word CONTROL is written inside of him or her.

Next to this smiling figure, draw another person looking scared, frustrated, or angry, and the word CONTROL bombarding them from the OUTSIDE.

Have the students study these possibly cryptic pictures for a few minutes. Then, open up a class discussion on what the pictures might mean.

If the students understand the concept, lead them toward deeper discussion of what having a strong internal locus of control means to them, and whether they think they have it.

If they are confused, explain in steps that:

- INTERNAL LOCUS OF CONTROL is simply a synonym for “taking personal responsibility for one’s own life.”
- EXTERNAL LOCUS OF CONTROL is synonymous with believing external factors and other people are mostly responsible for what happens to us, that we have little control over our own destinies.

**An activity you might try with your class is:**

## I am Responsible for My Own Feelings

### **Explanation:**

Rather than assuming responsibility for their own feelings, many students will express themselves using safe words like “they said” and “everybody is.” By not laying claim to their own feelings, they can avoid confrontation, or delay taking a stand on an unpopular issue. This exercise is designed to empower students and to help them develop responsible behavior by having them take responsibility for their own feelings through the use of “I statements.”

### **Procedure:**

Give students an example of a statement where they dodge responsibility.

Dodging Statement: “When people make their own decisions, they are happier.”

Take-Charge Statement: “When I make my own decisions, I am much happier.”

Now provide the following list of Dodging Statements, as well as others that you and your students may construct, and have students change them into Take-Charge Statements.

1. “Everybody says that allowing gays in the military will create numerous problems, such as sexual harassment.”
2. “My mother criticized my attire, and she made me angry.”
3. “My boyfriend (or girlfriend) is making me very unhappy by not letting me know where he (or she) is in the evenings when we are not together.”
4. “You are forcing me to lose my temper.”
5. “My father is very disappointed in my choice of majors, and it makes me feel guilty because I have let him down.”

Possible Changes (use your own judgment as to the appropriateness of students’ corrected statements):

1. “I think that allowing gays in the military would create numerous problems.”
2. “Your statement angers me because it hurts my feelings.”
3. “I allow myself to get upset by expecting my boyfriend (or girlfriend) to check in with me on a constant basis.”
4. “I will not listen to you until you lower your voice and treat me with more respect.”
5. “My dad is disappointed because he wanted me to become the successful dentist that he wishes he had become.”

- **Motivation and persistence: The vital link: in-class activity (required)**—Please be sure to do this activity, as it is the set-up to an in-class, graded Team Collaborative assignment.

To begin, show your students the following quotations and ask them to write a paragraph reflecting on what one of the quotes means to them.

- “We conquer by continuing.” – George Matheson
- “I am not the smartest or most talented person in the world, but I succeed because I keep going and going and going.” – Sylvester Stallone
- “The hero is no braver than an ordinary man, but he is brave five minutes longer.” – Ralph Waldo Emerson

The key of this class is to help students see the vital link between motivation and persistence. Once they see the link, it will be up to them to find what intrinsically motivates them.

After you have given the students time to reflect and write on the quotes, separate students into collaborative teams.

For the first 20 minutes, have the student teams discuss their responses to the quotes. This should be an ice-breaking activity and one that get their thoughts flowing in the right direction.

### **In-Class Assessment**

- **Team Assignment: Collaborate: Solve a Problem of Persistence: In-Class Scenario**

Next, stop the groups from chatting, and tell them they are now going to solve a problem of persistence.

In their groups, have each student come up with one roadblock to college success. Prompt them with examples like:

Rural home: no high-speed Internet access

Transportation difficulties: car has broken down four hours before class

Childcare problems: the babysitter doesn't show up

Give them 10 minutes to come up with these.

Then, have the students write down the obstacles on a piece of paper. Tell the groups to designate a group “scribe” to take notes of the conversation of the group for the next ½

hour. As groups, they are tasked to solve all of the problems that students have given as possible roadblocks to success.

Students should be asked to attack the problems this way, **creating a worksheet to turn in to you at the end of class:**

- Write a short problem statement for each roadblock: in short, what is the problem? This does not have to be long or elaborate.
- As a group, arrive at **four** possible ways around the roadblock.
- As a group, decide which solution works the best, and give a short (one- or two-sentence) rationale.
- Lastly, as a group, compose one paragraph explaining what persistence has to do with motivation, and vice versa.

When the students have completed their collaborative worksheets, have them turn them in.

- **Negative Self-Talk**

**Ideas to illuminate this concept include:**

- Define negative self-talk with students: ask them first what they think it means, and, using discussion guidelines, facilitate a 15-minute conversation with your students on this very personal yet common issue. You can provide the dichotomy of “I can’t” mentality versus “I can,” by writing these two categories on the board. Have the students give examples from their lives or from stories of people they’ve known about instances when an “I can” attitude helped someone overcome odds to succeed, and when an “I can’t” attitude stunted an opportunity.
- Discuss with students the destructive effects of negative self-talk and its impact on motivation. You might describe negative self-talk as a by-product of having an **external** locus of control sometimes, and often as a by-product of low self-esteem.
- Searching for “negative self-talk” on the Web provides hundreds of articles and links to this issue. You might point out to students (in helping them think more positively) that they should not feel alone if negative self-talk has become a habit, because clearly it’s something a lot of people “fall into.”
- Facilitate a session where students come up with five or six antidotes to negative self-talk: how will they overcome this tendency? How and why will it help them succeed in college?



- **Motivational factors**

Several activities you can use to teach motivational factors in a personally relevant way to the students are available in **Appendix D1**. Choose as many as you like or have time to conduct. However, be sure to cover this area, as it is required in meeting course objectives.

- **ITT Tech Virtual Library: Tutorial**

Lab 1 of this unit lists the details of the tutorial.

## Homework

The following homework is designed to cover the course objectives for this unit.

### **Instructor Facilitation Tips:**

This unit's assignments get very personal, and some of the SAL feedback can be difficult to understand. You should encourage your students to contact you if they do not understand the feedback they are given.

These assignments can reveal to you, the Instructor, what personal motivation factors drive these students, and how clear they are about what it means to persist. Please take these assignments as an opportunity to engage students' further in-class next unit on where they are in this regard.

***Remember, you are acting as a coach, not a critic.*** You should encourage their honesty, and then be considerate that they are expressing very personal ideas.

The grading on the written portion of this assignment should not be focused on the quality of writing, but rather on the quality of ideas.

## 1. Writing assignment 1: Reflect: Quote Regarding Fear and Motivation

In class, or for homework, free-write for fifteen minutes on what the following quotation means to you:

“You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face . . . you must do the thing you think you cannot do.” – Eleanor Roosevelt

## 2. Exercise 1: Assess: Motivation, Needs, and Attitudes

**Note:** If you do not have home Internet access, take your online-based assessments right after the Labs using school computers, or make time to take the assessments on campus right after Lab or Class.

### Task 1:

#### To access the Prentice Hall Self-Assessment Library (SAL):

1. Go to <http://www.prenhall.com/sal>
2. Click on Log in to Self-Assessment Library.
3. Click on New Users Please Register First.
4. On the registration page, under the Access Code section, enter the **unique access code** located in the box on the SAL Access Card packaged with your textbook. Do not type the dashes.
5. Follow the on-screen instructions. If you need help at any time during the online registration process, simply click the Need Help? Icon.
6. Once your personal login name and password are confirmed, you can begin using SAL. When you re-visit SAL for future assessments, you need only enter your personal login name and password.

Take the following seven Assessments in SAL.

To re-visit SAL: Go to <http://www.prenhall.com/sal>. Click on Log in to Self-Assessment Library. Follow the prompts under the **Returning Users** section by entering your personal login name and password to return to your SAL assessments.

Use your student access code to access the site and start your own assessments, which you can e-mail and print.

On the Assessments drop-down menu in SAL, go to What About Me? > Motivation Insights >

1. What Motivates Me?
2. What Are My Dominant Needs?
3. What Rewards Do I Value Most?

4. What's My View on the Nature of People?
5. What Are My Course Performance Goals?
6. How Confident Am I In My Abilities to Succeed?
7. What's My Attitude Toward Achievement?

Task 2:

**Print** your Report for each Assessment and submit them to the instructor. You can e-mail the results of your assessments to yourself or your instructor by clicking on the SAVE or SEND button on the assessments page. This will ensure that you have a record of your results. However, this is NOT required. It is recommended that you use the **same work station** to re-enter SAL otherwise your Reports won't accurately reflect Completion of past assessments while you indeed may have completed them.

### **3. Analysis 1: Plan: How do Motivation, Needs, and Attitudes Affect Persistence?**

**Introduction:**

You just took quite a few personal assessments to learn what motivates you, your needs, and your confidence level, as well as a bit about your perception of others.

So, as usual, the assessment portion of your assignments for this unit indicates *where you are*.

Now, it's time to look really closely at yourself, especially what motivates you, what you need, and what your attitudes are. In the end, all of these will directly impact whether you PERSIST.

Task 1:

Using the flow chart template provided to you in **Appendix D2**, fill in the three motivational factors you discovered about yourself in the personal assessments you took, ranking #1 with the highest score you see, #2 with the second highest score, and #3 with the third-highest score. If you scored the same on any two factors, rank them according to your personal preference.

Next to the motivational factors, write a few words summarizing your interpretation of this motivational factor.

Then, look at the primary needs that were reported on your self-assessment. Fill in those under Primary Needs #1, #2, and #3.

Again, after the Primary Need as reported in the SAL report, write a few words summarizing what you think this means.

Finally, write out an Attitude that you see emerging from the Motivational Factor and Primary Need. These are not formal. Use your own words.

**Instructor Note:** A sample response is provided for your reference in **Appendix D2**.

#### 4. Project 1: Apply: Persist and Succeed!

##### Introduction:

The assessments you took on motivation, needs, and attitudes in this unit may have revealed some new information to you, about yourself. Or, perhaps you were not surprised with the top motivators, needs, and attitudes you possess.

In any case, it is universally true that what motivates you animates you. In other words, if you look closely at your primary motivating factors and needs, they can give you giant clues about strategies for persisting in these areas.

##### Task 1:

###### Step 1:

Look at the chart you developed in your Plan assignment for this unit. Look very closely at the Attitudes you described in your own words.

Now, take just **one** of these attitudes and take it a bit further: *What will make you able to persist, considering this attitude?*

###### Step 2:

- Write **three** paragraphs describing a strategy for persistence related to your attitude.
  - In paragraph 1, write about how you would persist under great conditions.
  - In paragraph 2, write how you might persist under sub-optimal, or not so great, conditions.
  - In paragraph 3, summarize your overall strategy.

###### *Here is a sample response.*

*One of my primary attitudes related to college is that I am here because I am seeking growth and more opportunity in life. Looking at my Primary Need related to this motivation for growth, I think instructors who provide good feedback will really be good for me. So, I should do really well in classes where the instructor is attentive and considerate about providing constructive criticism, and praise and recognition when it is merited. Under good conditions, I can persist by communicating frequently with my instructor and knowing where I stand.*

*However, how will I persist when instructors are less involved? I think I should consider this scenario, because it could definitely happen. If I find myself with an instructor who is not engaged, or who does not like to provide a lot of feedback, praise or otherwise, I think I should try to find other people to critique my work before submitting it. I can talk to classmates, people in the field I am studying, or past instructors or advisors who have been good to me. This way, I think I can compensate for instructors who are not really there for me.*

*In conclusion, I realize that I am a person who likes a lot of feedback from instructors. When I have instructors who provide it, I will persist by taking full advantage of a great instructor. When I find myself with an instructor who is not so interactive, I will engage other people for feedback: peers, friends, colleagues, and mentors.*

Now, you try!

**Delivery of this Unit's Assignments:**

You may handwrite these assignments, but it is *highly* recommended that you use Word.

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and the deliverables from the **Exercise**. In addition, attach your flow chart template for the **Analysis** and the responses to the questions for the **Project**.

**Check it First!****Did you...??**

- Complete Assessments on the Self-Assessment Library?
- Print all Reports?
- Fill out and turn in your Primary Attitudes Worksheet?
- Write three (3) paragraphs of response to the questions in Assess, and turn these in to your Instructor?
- Answer the questions thoroughly and honestly?
- Have a peer, friend, or mentor read your responses before submitting?
- Save a copy for yourself?

If you can check all of these, you have completed your assignment. Good work!

## Labs

**LAB NOTE 1:** If your students are doing their Homework Self-Assessment Library (SAL) assessments during Lab time, here again is a checklist for accessing SAL. (This is also included in the Homework instructions.)

### To access SAL:

1. Go to <http://www.prenhall.com/sal>
2. Click on Log in to Self-Assessment Library.
3. Click on New Users Please Register First.
4. On the registration page, under the Access Code section, enter the **unique access code** located in the box on the SAL Access Card packaged with your textbook. Do not type the dashes.
5. Follow the on-screen instructions. If you need help at any time during the online registration process, simply click the Need Help? Icon.
6. Once your personal login name and password are confirmed, you can begin using SAL. When you re-visit SAL for future assessments, you need only enter your personal login name and password.

**LAB NOTE 2:** There is no Train & Assess IT (TAIT) lab this week. Therefore, use this time if necessary to catch up on TAIT and address any student questions. Recommend students use their Student User Guide so they become self-sufficient problem solvers. In subsequent weeks, they will encounter TAIT in nearly every Lab. Falling behind can result in frustration and lower grades.

## Lab 1: The ITT Tech Virtual Library

### Facilitation Tips for the Instructor:

If your students have not done so already, have them go to the ITT Tech Virtual Library Search Tutorial. This is found by going to the ITT Tech Virtual Library>Search>Search Tutorial.

This will walk them through how to use the Advanced feature in Search. Encourage them to try the Advanced search function because they will be able to use this to make their life easier later in their program. Though the tutorial does a great job of walking them through the process, they may need some help. You may want to review this tutorial as well and try out the search function so that you can help them if they need. They may find the article by Carmel Byrne titled "Is This All There Is?" (Byrne, Carmel, *New Zealand Management*, 11745339, Apr2006, Vol. 53, Issue 3) useful. For extra feel-good points, you might want to see if they can find this article by searching for it directly.

## What is the purpose?



The **ITT Tech Virtual Library** has so much in it that it would be very difficult to find exactly what you need unless there was some kind of super search feature. Lucky for us, there is! We can search for what we need in a number of ways.

### What are the steps?

#### Task 1:

##### Procedure

1. The **Search Tutorial** can take you step by step through the process. It's similar to driving a car in some ways. You can drive along and get from point A to point B taking the long way or you can use the high tech navigation system to tell you the shortcut. It's all about the experience! To use the Search Tutorial, go to ITT Tech Virtual Library>Search>Search Tutorial.

2. Demonstrate your ability to use the advanced search function described in the Search Tutorial by searching for the **subjects** *Motivation AND Values* in the following databases:

- **Business Source Premier**
- **Ebrary**

Answer the following questions. You may write these in a Word document, trying out your skills from the last unit's Lab, or you may handwrite these in the lab.

- a. How many sources did you find?
- b. Choose one source to examine in more detail and write down the source's title and author.
- c. In a few sentences, summarize the main points of the article or what the book is about.
- d. Describe what this article meant to you.
- e. List the ideas it gave you about how motivation and values are related in your own life.

### Did it Work?

Did you:

- a. Outline how many sources you found?
- b. Choose one source to examine in more detail and identify the source by title and author?

- c. Summarize the main points of the article or what the book is about?
- d. Elaborate to what extent this article was meaningful?
- e. Mention the ideas that the article listed about how motivation and values are related to your own lives

**Deliverables and Format:**

Submit your answer in a Microsoft Word document in not more than 1 page.

Font: Arial; 12 point

Line Spacing: Double

Or, you may handwrite your responses and hand these in to your Lab Instructor before you leave Lab.

## Lab 2: Your ITT Technical Institute Program Roadmap: An Introduction

### What is the purpose?

The roadmap is an interactive tour of ITT Technical Institute, depicting how the general education, foundational, and major courses work together to provide you the well-rounded education and experiences you will need to be successful after graduation.

In this Lab, you are asked to explore the roadmap and learn about its features. Understanding the design of your chosen program of study is a first step in knowing what you will need to do to maximize your time at ITT Tech. This is the first of two Labs related to the roadmap.

### What are the steps?

#### Tasks:

1. Access the ITT Technical Institute Program Roadmap by clicking on the Roadmap Icon located on your lab computer. If the Roadmap Icon is not on your lab computer, please alert your instructor.
2. Examine the Roadmap for at least 15–20 minutes to fully understand its purpose. Specifically, examine your program of study.
3. Open an MS Word document and save it as “My Program and Career.doc.”
4. Answer the following questions:
  - a. What are the differences between the courses in general education, in foundation knowledge, and in your chosen major?
  - b. Which courses help you develop critical thinking skills in many general subject areas with which an individual should be familiar and that you can use in many aspects of life?
  - c. Which courses provide you a set of applicable career-based skills?
  - d. Which courses provide foundational knowledge in the skills that help you implement the knowledge you acquire in your major?
5. Answer the following:
  - Name your school, for example, School of Information Technology.
  - What are three core areas in your program of study?
  - What are three specific skill areas you will need for your chosen career path?
  - Write at least one paragraph describing how you think you will benefit from the courses related to the skill areas of your chosen major. Describe areas that you think will be the most exciting for you and explain why. Describe any areas you think you will not like and explain why.

**Did it work?**

- Did you locate the correct roadmap information?
- Did you fully answer all the questions?

**Deliverables and Format:**

Submit your answers in no more than three pages of the Word document, closely following the instructions in the Lab.

Font: Arial; 12 point

Line Spacing: Double

## Summary and Reminders

In this unit, the students have explored very personal issues of values and motivation, and their connection to motivation to persist and succeed. Continue to act as a student coach as they explore these areas.

In the next unit, they will encounter content on learning style, personality type, and the theory of multiple intelligences that will further ask them to self-examine and reflect on personal issues related to college success.

**Reminder:** It is required that you have a graduate or panel of graduates as guest speakers during Unit 3 or 4.

### **Graduate(s) should meet the following criteria:**

- Working in the field for which they were trained
- Positive attitude about ITT Tech and their experience as a student
- Available during time of class
- Willingness to share with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech”

### **How to find the graduate(s):**

The Director of Career Services often is aware of graduates who are successful in their related position and are positive about ITT Tech. The Dean or Department Chairs may also know appropriate graduate(s).

It is recommended that if you do not know the student and do not know that they would be a positive representative of the graduates, that you telephone the student and asked an open ended question such as “What could you tell our incoming students that would be helpful and encouraging?”

If you believe that they would make an appropriate speaker, invite them for a specific time.

*(End of Unit 2)*

## Unit 3: Learn

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### Checklist Before You Start

- ✓ **LAB:** Please ensure that students complete ALL Word tutorials and tests by the end of this week. Any lab assignments turned in after this week should be considered late.
- ✓ **READI:** Students will use a READI assessment for the first time in this week's Homework assignment. Please note to students that READI instructions are included in their Homework handout.
- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 3: Effectively and efficiently use selected productivity software tools.
  - 3.1: Demonstrate selected skills of Microsoft Word elements.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  - 4.5: Apply learning style to collaborating effectively.
  
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
  - 7.8: Apply information from personal learning style assessment to enhance studying and learning.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 3, "Learn" pp. 63–99
- Part 2, Microsoft Word 2003, Chapter 3, "Formatting Text" pp. 389–410
- Part 2, Microsoft Word 2003, Chapter 4, "Editing Documents" pp. 411–432

### Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Either in this unit or in Unit 4: Guest speaker sharing with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech”
2. Learning styles
3. Personality type and learning
4. Theory of multiple intelligence
5. Applying one’s learning style
6. Adapting to other learning styles
7. Collaborative: Learning styles are mapped to team roles, and teams formed with people with requisite strengths assigned to those tasks
8. Introduction to READI

**Requirement:** It is required that you have a graduate or panel of graduates as guest speakers during Unit 3 or 4.

**Graduate(s) should meet the following criteria:**

- Working in the field for which they were trained
- Positive attitude about ITT Tech and their experience as a student
- Available during time of class
- Willingness to share with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech”

**How to find the graduate(s):**

The Director of Career Services often is aware of graduates who are successful in their related position and are positive about ITT Tech. The Dean or Department Chairs may also know appropriate graduate(s).

It is recommended that if you do not know the student and know that they would be a positive representative of the graduates, that you telephone the student and asked an open ended question such as “What could you tell our incoming students that would be helpful and encouraging?”

If you believe that they would make an appropriate speaker, invite them for a specific time.

**Teaching Tips for This Unit**

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students’ learning style.

- Guest speaker sharing with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech.”
- **Learning styles**

Please cover the following topics in a class discussion regarding the students' reading assignment of Chapter 3. Refer to the book directly when necessary. Please ensure that students understand and can define all of these concepts, and that they see how they are related.

- What are the multiple intelligences?
  - Who is Howard Gardner? Why is he important?
  - How can you use multiple intelligences to be a better student?
  - What is a learning style?
  - Why is identifying your learning style important to your success?
  - What is visual learning?
  - What is auditory learning?
  - What are the similarities and differences between multiple intelligences and learning styles?
  - What is personality typing?
  - Who were Katharine Briggs and Isabel Briggs-Myers?
  - Who was Carl Jung?
  - How many personality types are there?
  - What are the 16 personality types?
  - How can you use your typology to enhance learning?
  - Theory of multiple intelligence
  - Applying one's learning style
  - Adapting to other learning styles
- **Personality type and learning**

There are two options in **Appendix E** for illuminating the content. Please choose one. Covering this content is required to fulfill course objectives.

- **Theory of multiple intelligence**

Please cover Howard Gardner's theory of multiple intelligences in great depth. Here are great links you can explore in crafting your lesson on multiple intelligences:

<http://eduscapes.com/tap/topic68.htm>

This site contains lesson plans focused on technology and learning, and more information about Howard Gardner.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

This site for University of Hawaii has several links to learning style articles, and tips and tricks for teaching.



<http://www.pde.state.pa.us/able/lib/able/fieldnotes04/fn04multiple.pdf>

This paper lists accomplished, famous people by what their dominant intelligence must be. For example, Maya Angelou = verbal/linguistic, Jane Goodall = naturalist, Gandhi and Freud = intrapersonal.

Please also use the following references available in the ITT Tech Virtual Library:

**Periodicals>EbscoHost>EBSCOhost Databases>**

***On Multiple Intelligence and Learning Theory***

- “Emotional Intelligence and Emotional Creativity.” By: Ivcevic, Zorana; Brackett, Marc A.; Mayer, John D. *Journal of Personality*, Apr2007, Vol. 75 Issue 2, p199-236, 38p, 6 charts, 3 diagrams; DOI: 10.1111/j.1467-6494.2007.00437.x; (AN 24150348)
  - “Emotional intelligence at work: links to conflict and innovation.” By: Suliman, Abubakr M.; Al-Shaikh, Fuad N. *Employee Relations*, 2007, Vol. 29 Issue 2, p208-220, 13p; (AN 24222328)
  - “The five intelligences of leadership.” By: Sidle, Clint. *Leader to Leader*, Winter 2007, Vol. 2007 Issue 43, p19-25, 7p, 1 diagram; (AN 23554724)
  - “Understanding Gardner’s Theory of Multiple Intelligences.” By: Wilford, Sara; Karas, Elaine. *Early Childhood Today*, Nov/Dec2005, Vol. 20 Issue 3, p16-16, 1p, 1c; (AN 18903154)
- **Applying one’s learning style and adapting to other learning styles**

Spend some time discussing with students the need to be flexible in learning. Discuss how they can cultivate strengths in other areas outside of their dominant intelligences and preferred learning styles.

**Chapter 3** of the student textbook contains ample material for you to use in class, including charts that give ideas of activities that strengthen certain learning skills.

### **In-Class Assessment**

- **Team Assignment: Collaborate: Learning Styles are Mapped to Team Roles, and Teams Formed with People with Requisite Strengths Assigned to Those Tasks**

First, have the students take the short learning styles and multiple intelligence self-assessments in their textbook, Chapter 3.

Next, break the students into groups (preferably of five to match the options) with a good mix of learning styles, dominant intelligences, and personalities. Tell the groups they are all project teams, and their first task is to assign project roles to team members with natural proclivities in those areas.

**Student Activity:** Please share the following with the students.

You are on a project team that has the following roles:

- Researcher
- Writer
- Project Manager: schedule-keeper and bookkeeper
- Statistician
- Presenter

After talking with your team members for 20 minutes about what learning style, personality traits, and dominant intelligences they possess, assign one of the five roles to each person.

Write two sentences for each role explaining why a certain person was assigned.

Who got what role? Give the rationale of assignments, based on personality-learning style of people per assignment.

Turn in your list of role assignments and rationale to your Instructor before leaving class.

## Introduce READI

### To access READI:

- Go to <http://www.readi.info/itt>
- Enter into one of the individual assessments to begin.
- First-time User to READI, enter the code: **ITT12345**.
- Complete the registration information.
- Once you have initially logged into READI you will be issued and e-mailed a unique PIN. Your unique PIN, along with your Email address will expedite your login as you return to your READI assessments or begin new ones. You do not have to wait for your PIN to be e-mailed to you to complete your first assessment.

## Homework

The following homework is designed to cover the course objectives for this unit.

### **Instructor Facilitation Tips:**

This is another unit of personal insights for your students. Some may be taking personality and learning-style assessments for the first time, and learning about learning styles for the first time.

***Remember, you are acting as a coach, not a critic.*** You should encourage their honesty, and then be considerate that they are expressing very personal ideas.

The grading on the written portion of this assignment should not be focused on quality of writing, but rather on quality of ideas.

If the student's ideas are very unclear because their writing impedes meaning, please encourage them to explore another medium, such as a drawing or chart illustrating the same ideas. However, one of the reasons this portion of the assignment is written response is to encourage the flow of written ideas from students, so it's ideal to point struggling students to resources like writer's handbooks and tutors before letting them use another medium.

## 1. Writing assignment 1: Reflect: How do I Think I Learn?

Spend 15 minutes in class/or as a part of homework free-writing on the following questions:

How do you think you learn? Were you surprised by the short learning style assessment you took this unit? What surprised you? If you were not surprised, what in your past experiences made you know you were dominant in the areas in which you tested strongly?

## 2. Exercise 1: Assess: Your Personal Learning Style and Personality Profile

### Task 1:

#### To access READI:

- Go to <http://www.readi.info/itt>
- Enter into one of the individual assessments to begin.
- First-time User to READI, enter the code: **ITT12345**.
- Complete the registration information.
- Once you have initially logged into READI you will be issued and e-mailed a unique PIN. Your unique PIN, along with your Email address will expedite your login as you return to your READI assessments or begin new ones. You do not have to wait for your PIN to be e-mailed to you to complete your first assessment.

Take the Learning Style Assessment in READI.

To re-visit READI: Go to <http://www.readi.info/itt>. Follow the prompts under the **Returning Users** section by entering your e-mail address and PIN to return to your READI assessments.

- Choose **Learning Styles Assessment**
- Log in and take the Learning Style Assessment
- **Print** your assessment report as a PDF.

### Task 2:

Take the Personality Style test from SAL.

- To re-visit SAL: Go to <http://www.prenhall.com/sal>. Click on Log in to Self-Assessment Library. Follow the prompts under the **Returning Users** section by entering your personal login name and password to return to your SAL assessments.
- After entering the SAL, go to Assessments drop-down menu
  - Choose What about me? > Personality Insights
    - What's My Basic Personality?
    - What's My Jungian 16-Type Personality?
    - Am I Type-A?

Take the three assessments, and then **Print** your reports.

### **3. Analysis 1: Plan: My Learning Style + My Personality x Focus and Effort = SUCCESS**

#### **Introduction:**

Taking personality and learning style assessments can really be fun because it's exciting to get to know yourself better. You might have been surprised at some of the outcomes. What's really important is that you now think about maximizing your strengths in college and beyond.

That's a big task and not one you can do overnight, though!

The first step is to get a handle on what any of this even means to you now.

#### Task 1:

**Look carefully at your Learning Styles Assessment and Personality Assessments.**

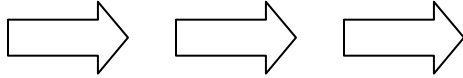
Write your dominant learning style and second-favorite learning style in the boxes on the left.

Next to them, write your personality traits.

Looking at these in one place, start to think of them as parts of an equation. Think of how you can maximize your dominant learning style and your personality in a successful learning strategy.

Next, think about your LEAST-favorite learning style. Then, think about your personality and how you think you can best overcome your weaknesses in this area, maximizing your personality traits to their highest potential.

Here is a Sample Response:

| <b>My Learning Style + My Personality x Focus and Effort = SUCCESS</b>                                       |   |  |
|--|---|--|
| <p><b>Dominant Learning Style=</b></p> <p>verbal/linguistic—I love to write and read</p>                     | <p><i>Are you more...</i></p> <p><b>Extroverted or Introverted?</b></p> <p><b>Sensing or Intuitive?</b></p> <p><b>Thinking or Feeling?</b></p> <p><b>Judging or Perceiving?</b></p> | <p><b>To Use my STRENGTHS...</b></p> <p>I think I will do well in classes that stress group projects and written assignments. If I can choose a writing project over producing a chart or drawing I will. I like working with people and am extroverted (out-going) so I will form study groups and do really well in team projects.</p>                 |
| <p><b>Another learning style that is comfortable for me =</b></p> <p>interpersonal—I am a people person!</p> |   | <p><b>My Strategy for Overcoming my weak points...</b></p>   |
| <p><b>A very uncomfortable style of learning for me is:</b></p> <p>__Logic/math__--eek!</p>                  |   | <p>I should do logic problems and puzzles to increase my ability in this area, and seek out a math tutor before I have to take Math 1.</p> <p>Since I am an out-going person I should seek out some study groups with people in them who are strong in logic and math and can help them with their writing and then can help me with my math skills!</p> |

Okay, your turn! Consider this a working phase, where you are simply ironing out your thoughts about your knowledge of your learning style and personality.

**My Learning Style + My Personality x Focus and Effort = SUCCESS**

**Dominant Learning Style=**

**Another learning style that is comfortable for me=**

**A very uncomfortable style of learning for me is:**

*Are you more...*

Extroverted or Introverted?

Sensing or Intuitive?

Thinking or Feeling?

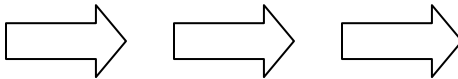
Judging or Perceiving?

*To Use my STRENGTHS...*

Large empty box for notes related to using strengths.

*My Strategy for Overcoming my weak points...*

Large empty box for notes related to overcoming weak points.



#### 4. Project 1: Apply: Visualize Your Best Self

##### **Introduction:**

You have spent a little time in this unit assessing your dominant learning styles and personality traits that influence the way you learn best. You put together a worksheet that shows your learning style personality equation.

That's a fine first step. However, a long-term strategy for learning that maximizes your strengths and improves on your weaker areas is critical to your academic and professional success in the future.

A good way to succeed in a lot of areas *is first to visualize yourself succeeding*. Many top athletes say they have seen themselves winning before they in fact made that dunk shot or scored that serving ace.

So, the Assess assignment this unit asks you to do precisely this: visualize yourself using your strengths and improving your weak areas, and tell some other people about this vision!

You will also get the opportunity to use your dominant learning style in the assignment option you choose this unit. Let's get started!

##### Task 1:

You get a choice from two options this unit! You have just learned how many ways there are to learn the same material. Visual learners love charts and graphs; verbal learners prefer to take notes. Interpersonal learners love to work in groups, and intrapersonal learners might prefer to study alone and check in later.

So, this unit, choose the assignment approach that best suits your learning style. You don't have to choose the style that the assessment revealed, necessarily. It's okay to use an approach that you think you might like as well, or one that you'd like to explore.

**Here are your options. Choose only one.**

##### **OPTION 1: Write about yourself**

Write three or four paragraphs addressing the following questions:

- a. What type of learning style do I exhibit the most? How did I develop this learning style? (Questions to get you started: Was your mom or dad the same kind of learner? Did your grade school teacher emphasize this learning style, or were you just "born this way?")
- b. When you thought about entering your program of study at ITT Tech, did your dominant learning style have anything to do with your choice, now that you think about it? How do you think your dominant interests and dominant learning styles are connected?



- c. Name the most positive aspect of your learning style and dominant personality that you think will help you succeed in your ITT Tech career. Explain why and how. Focus on the positive!

### **OPTION 2: Present Yourself**

Create a learning style and personality development flow chart or another type of visual series.

- Starting with your childhood, draw or map out in a flowchart how you see the progression of the development of your personality and learning style. You can use a cartoon-like approach if you like to draw.
- If you think certain traits were with you at birth, indicate this visually. (You can show a baby in a crib with a calculator, if you were math-inclined since birth!)
- The chart or series of drawings with captions should take you from childhood through your decision to attend ITT Tech.
- You can show positive and negative experiences, those “Aha!” moments you may have had in school or in adult life that made you realize your interest in your program of study.
- The last frame or piece of your flowchart should “visualize you being successful.” Show a scene of YOU succeeding, and indicate visually or in a caption beneath what elements came together in this vision. How did you maximize your best personality and learning style in a great moment?

### **Delivery of this Unit’s Assignments:**

By this point, you should have gained enough familiarity with Word to complete your assignments using it.

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and your assessment reports from the **Exercise**. In addition, attach your flow chart template for the **Analysis** and the responses to the **Project**.

**Check it First!**

**Did you...??**

- Complete the Learning Styles assessment in READI?
- Complete the personality assessments from SAL?
- Print all Reports?
- Fill out and turn in your Learning Styles + Personality = Success worksheet?
- Choose ONE of two options under Assess, and turn in to your Instructor in a Word document?
- Answer the questions thoroughly and honestly?
- Have a peer, friend, or mentor read your responses before submitting?

If you can check all of these, you have completed your assignment. Good work!

## Labs

**Lab Note:** If your students are going to do their READI assessment (required for the Homework Assess-plan-apply assignment this unit), here is a short checklist for accessing READI the first time. These instructions are also located in the Homework instructions.

### To access READI:

1. Go to <http://www.readi.info/itt>
2. Enter into one of the individual assessments to begin.
3. First-time User to READI, enter the code: **ITT12345**.
4. Complete the registration information.
5. Once you have initially logged into READI you will be issued and e-mailed a unique PIN. Your unique PIN, along with your Email address will expedite your login as you return to your READI assessments or begin new ones. You do not have to wait for your PIN to be e-mailed to you to complete your first assessment.

### Lab 1: Microsoft Word 2 Tutorial

#### What is the purpose?

This is the second Microsoft Word tutorial lab. You will learn to apply special formatting, highlight text, cut and paste, undo and redo actions, use the thesaurus, and check word counts. If you are already familiar with these features of Microsoft Word and feel you have mastered these skills, you can skip this tutorial entirely and go directly to the Lab Assignment (test). If you can test out with a passing grade of 80% or better, you should proceed to Project 5 in Microsoft Word and complete the test for Project 5. If you have extra time after that, consider going on to additional Projects. Each unit you should do at least one tutorial and take at least one test. Don't worry about getting through all of the labs listed for this course and not having anything to do at the end of the course! We have more! Let your Instructor know when you reach the end of the labs listed for the course and you will be set up with the ability to move onto more advanced levels.

#### What are the steps?

Go to **TAIT**.

Access either the following Microsoft Word tutorials or move onto the Lab Assignment and next unit's lab and Lab Assignment if your Microsoft Word skills are more advanced than this unit's lessons.

### Task 1: Microsoft Word Project 3:

**Procedure:**

Complete the following lessons for Microsoft Word in the TAIT program:

Microsoft Word

Project 3

Lesson 1: Applying and Modifying Character Formats

Lesson 2: Changing the Font, Size, and Color

Lesson 3: Applying Font Effects and Character Spacing

Lesson 4: Copying Formats with Format Painter

Lesson 5: Highlighting Text

Lesson 6: Inserting Symbols and Special Characters

Lesson 7: Displaying Formatting Marks and Hidden Text

Microsoft Word

Project 4

Lesson 2: Changing the Case of Text

Lesson 3: Cutting, Copying and Pasting Text

Lesson 4: Copying Between Document Windows

Lesson 5: Undoing and Redoing Actions

Lesson 6: Using Thesaurus, Language and Research Options

Lesson 7: Reviewing Word Counts

**Task 2: Microsoft Word 2 Exam:**

Go through the Microsoft Word tutorial and then take the Microsoft Word I exam. You can access this through **TAIT**. If your skills in Microsoft Word are advanced, you can take this test without going through the tutorials for the unit if you go through at least one other tutorial.

**Did it work?**

- Were you able to complete each of the lessons in the TAIT program?
- Do you feel confident to perform all these tasks in real life?

## Summary and Reminders

In this unit, students encountered the first in-depth self-assessments of the course. Please coach students in the skills they need to maximize their new self-knowledge, and encourage them to ask questions.

**Remind** students that they should take the required self-assessments during their time in the Lab this unit if they have no access to the Internet at home or work.

It is required that you have a graduate or panel of graduates as guest speakers during Unit 4, if not already covered in this unit.

### **Graduate(s) should meet the following criteria:**

- Working in the field for which they were trained
- Positive attitude about ITT Tech and their experience as a student
- Available during time of class
- Willingness to share with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech”

### **How to find the graduate(s):**

The Director of Career Services often is aware of graduates who are successful in their related position and are positive about ITT Tech. The Dean or Department Chairs may also know appropriate graduate(s).

It is recommended that if you do not know the student and know that they would be a positive representative of the graduates, that you telephone the student and asked an open ended question such as “What could you tell our incoming students that would be helpful and encouraging?”

If you believe that they would make an appropriate speaker, invite them for a specific time.

*(End of Unit 3)*

## Unit 4: Prioritize

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### Checklist Before You Start

- ✓ **LAB:** Please facilitate any student problems with SAL in the Lab this week.
- ✓ **TAIT:** Make sure students are getting more comfortable with TAIT and are caught up on their test submissions.
- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 3: Effectively and efficiently use selected productivity software tools.
  - 3.2: Demonstrate selected skills of Microsoft Excel elements.
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
  - 7.5: Identify successful time management techniques.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 4, “Prioritize” pp. 101–127
- Part 2, Microsoft Excel 2003, Chapter 1, “Taking a Tour of Excel 2003” pp. 511–548

### Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Identifying stress triggers
2. Time management
3. Time management and stress

4. Developing a personal time-management strategy
5. Time management in the modern world of work
6. (If not done in Unit 3): Guest speaker sharing with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech”

**Requirement:** It is required that you have a graduate or panel of graduates as guest speakers in this unit if not done in Unit 3.

**Graduate(s) should meet the following criteria:**

- Working in the field for which they were trained
- Positive attitude about ITT Tech and their experience as a student
- Available during time of class
- Willingness to share with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech”

**How to find the graduate(s):**

The Director of Career Services often is aware of graduates who are successful in their related position and are positive about ITT Tech. The Dean or Department Chairs may also know appropriate graduate(s).

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If you believe that they would make an appropriate speaker, invite them for a specific time.

**Teaching Tips for This Unit**

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students’ learning style.

**Lecture Ideas:**

Please choose as many or as few as needed, ensuring in the end that you cover this unit’s objectives:

- How time management and stress management are related.
- The top line and the bottom line of time management.
- How the changing workplace is changing priority management and the way we generate work.
- Doing vs. being.
- How do you find the joy in living?
- Quality of life experiences.

- The body's cycles—your most productive time.
  - Structured vs. unstructured organizers.
  - Steps for effective planning.
  - How to set and manage priorities.
  - Organizing at work and at home.
- **Identifying stress triggers**
    - Lead a class discussion where students openly discuss what really stresses them out. If small group discussion works better with your class, break students into groups to create more intimate settings for sharing.
    - Emotional triggers and stress facilitated discussion

**Note:** This exercise is intended to help students realize the link between emotional triggers, reactions to stress, and causes of stress.

**Step 1:** Have students list the predominant feelings they have had today: have them list these as emotions, such as “frustration,” “contentment,” “elation,” “sadness,” and “anger.” Give them approximately 10 minutes for creating the list.

**Step 2:** Give them time to look at their list and then have them create a three-column sheet of paper: Column One should list the emotions, and Column Two should list what bodily sensations or thoughts the students have that let them know they are experiencing these emotions. Have them consider their two columns.

**Step 3:** Finally, ask students to fill in Column Three with what they think CAUSED these emotions.

- **Time management**

Facilitate an open class discussion (or have students break into groups, if you prefer) to discuss the following questions with one another:

1. How did you organize your schedule last unit to get through the assignments and lessons?
2. How did you deal with conflicts of time and negotiate the time crunches?
3. Were there particular tasks that you found caused a greater likelihood of procrastination? What were you being asked to do? How does that help you understand how to budget your time or improve upon skills?
4. What are some ways you have found to stop procrastinating and get the important things done?

- **Time management and stress**



Open a discussion on the link between time management and stress by hearkening back to the exercise on emotional triggers, asking students: “How many of your stressful events of the past week could have been lessened if you had more time?” Take a count of hands. If there are a majority of students expressing that they would like to have “more time,” continue on to point out that everyone has the **same amount of time**, and that it’s what is done with time that counts.

Lead to the idea of a personal time-management strategy as key to eliminating the particular kind of stress that comes with being busy and feeling that there “just isn’t enough time in a day.”

Discuss the concept of “prioritization.” Ask students what they think this means. Next, ask how many students have children? Have them list their priorities with regard to spending time with their children. Then, ask them to discuss what getting a college education means to their children, and how this could affect their prioritization of time during their college years.

For students with other jobs, have them discuss strategies for having and keeping full- or part-time jobs that are (a) compatible with studying for their degree, and (b) lucrative enough to meet their financial needs during their college years. Pose questions related to how students spend their money, and how prioritizing and budgeting during their college years can actually relieve the stress associated with not having enough money and needing to work more hours. Discuss the downhill effect that working too many hours for “spending money” could have on their academics.

- **Developing a personal time-management strategy**

Link this topic to all of your prior discussions by encouraging students that creating and maintaining a personal schedule framework can alleviate a lot of the time-related stress they feel today. Then, you can proceed to various in-class activities and worksheets at your disposal in **Appendix F**.

- **Time management in the modern world of work**

### **Facilitated In-Class Discussion of Time and Career**

This in-class discussion unites the concepts of time-management for today, for college study, and for tomorrow, in future careers.

**Step 1:** Have students call out their major or intended major course of study.

**Step 2:** List these programs of study on the board in one column: list possible career paths next to each major in another column.

**Step 3:** Draw a third column and open up a class discussion on specific time-management-related issues in each program/career path.

**Prompts:**

- How do IT professionals need to manage their time to meet users' needs?
- Business majors: How will your clients be affected by **your** time-management skills?
- How about allied health professionals? How could time-management skills—good or poor—affect patient care?
- What are possible negative repercussions in each of the mentioned areas (IT and healthcare) for poor time-management? What about positive career outcomes for those who manage time well?
- Who looks more professional: the person who is constantly late, harried, and overwhelmed, or the calm, put-together person who seems always to have a plan? Who is more respected in the professional world? Who would you entrust with your money, your computer, your health?
- Think about our need for sleep and the need to make this a priority in our personal schedule framework. How could a health professional or IT professional or business professional affect his or her career path or client/patient when he or she does not prioritize well enough to get enough sleep?
- **Guest speaker sharing with the class on either or both topic(s): “Hang in There: Success is Possible” or “Benefits of ITT Tech.”**

## Homework

The following homework is designed to cover the course objectives for this unit.

### 1. Writing assignment 1: Reflect: How is Stress Related to Time-Management?

In class, or as homework, free-write for at least 15 minutes on the following question:

How is stress related to time-management?

### 2. Exercise 1: Assess: Are You a Procrastinator?

Take the following three assessments in the Prentice Hall Self-Assessment Library:

Am I a Procrastinator?  
What Time of Day am I Most Productive?  
How Good Am I at Personal Planning?

To access the assessments, follow this path:

1. To re-visit SAL: Go to <http://www.prenhall.com/sal>. Click on Log in to Self-Assessment Library. Follow the prompts under the **Returning Users** section by entering your personal login name and password to return to your SAL assessments.
2. On the drop-down menu under Assessments, navigate to the three assessments.
3. Choose What about me? > Decision Making Insights
  - Am I a Procrastinator?
4. Choose What about me? > Other
  - What Time of Day am I Most Productive?
  - How Good Am I at Personal Planning?

**Print** your assessment **Reports**. You may also wish to save them or email them to your personal email.

### 3. Analysis 1: Plan: Keeping Time

#### Introduction:

Good time-management is a skill that should develop from a mature outlook on life and a sense of what amount of time certain priorities in your life will take. Time-management can naturally fall out of a good sense of priorities.

However, everyone has the potential to prioritize incorrectly sometimes, and sometimes we even procrastinate.

After taking the self-assessments on your own potential procrastination risk, plus assessments on your prime times of day and planning capabilities today, the next step is to see these elements as unified parts of a whole: your **personal schedule framework**. Your schedule is important because without a reasonable amount of time-budgeting, we would all tend to devote too much time to one task and neglect another. In a chaotic life, potential is neglected; it can fall between the cracks of the time you're wasting.

If wasting time is the same as wasting opportunity, it's definitely not something you want to do at this critical time in your life!

This Plan assignment asks you to create a personal equation for time-management success, based on the notion that **you** are in control of your time. External factors may complicate things, but ultimately it's you who decides how to spend your time.

Let's get started.

Task 1:

Examine the reports from the self-assessments on procrastination, best time of day, and planning.

Using the chart ahead, fill in your answers:

**Your Time and Planning Potential**

*On the scale of 0-52, my Procrastination score was:*

\_\_\_\_\_

This means (circle one):

I always procrastinate.

I often procrastinate.

I sometimes procrastinate.

I rarely procrastinate.

I never procrastinate.

**2-hour** Time spans of day I am **LEAST** alert: (do not include sleeping times)

\_\_\_\_\_--\_\_\_\_\_ and \_\_\_\_\_--\_\_\_\_\_

**4-hour** Times of Day I Am **MOST** alert:

\_\_\_\_\_--\_\_\_\_\_ and \_\_\_\_\_--\_\_\_\_\_

(These are your Personal Primetimes)

**Planning**

**Report your scores on the following: (5 is strongly agree)**

**I am proactive rather than reactive.**  
1 2 3 4 5

**I set aside enough time and resources for projects.**  
1 2 3 4 5

**I am able to budget money, get what I need, and not go broke.**  
1 2 3 4 5

**I have thought through what I need to do in school.**  
1 2 3 4 5

**I have a plan for completing my major.**  
1 2 3 4 5

**My goals for the future are realistic.**  
1 2 3 4 5

Did you start to wonder what the rainbow color-coding was about?

Well, think of bright RED as a danger zone. If your answers tended to be red or orange, you must look at these areas closely. The time of day in red indicates a time NOT to plan important activities, for example, while your green-zone time is your most alert time of day. The green and blue areas are those in which you are in good shape.

**NOTE: If you receive this handout in black-and-white:  
1=RED/2=ORANGE/3=YELLOW/4=BLUE/5=GREEN**

**So, what color (or number) is YOUR time and planning potential?**

Task 2:

- a) Write a list of five things that “zap your time,” or those things on which you perceive you waste time. At least two of these things should be things you ENJOY doing.
- b) Next, looking at your time worksheet from this assignment, assign two of the items identified in (a) to the time slot in which you are least alert (but not sleeping). Write down these two enjoyable but non-critical items and the time you are giving them.
- c) Finally, write one paragraph describing a short-term personal strategy for reassigning low-stakes tasks and things to do that you enjoy but for which you really do not have much time. These tasks should be reassigned to time slots of a day when you would be least productive on a critical work or school task.

#### **4. Project 1: Apply: Time is Not My Enemy! A Personal Schedule Framework for Today and Tomorrow**

##### **Introduction:**

Now that you have looked at your “personal primetime” (the time of day you’re most alert), your current state of planning aptitude, and your level of procrastination, you’re ready to make a preliminary personal schedule framework.

Create a chart similar to or identical to the one below: (Use Word or Excel, whichever you prefer.)

|         | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---------|--------|---------|-----------|----------|--------|----------|--------|
| 6:00am  |        |         |           |          |        |          |        |
| 7:00am  |        |         |           |          |        |          |        |
| 8:00am  |        |         |           |          |        |          |        |
| 9:00am  |        |         |           |          |        |          |        |
| 10:00am |        |         |           |          |        |          |        |
| 11:00am |        |         |           |          |        |          |        |
| 12:00pm |        |         |           |          |        |          |        |
| 1:00pm  |        |         |           |          |        |          |        |
| 2:00pm  |        |         |           |          |        |          |        |
| 3:00pm  |        |         |           |          |        |          |        |
| 4:00pm  |        |         |           |          |        |          |        |
| 5:00pm  |        |         |           |          |        |          |        |
| 6:00pm  |        |         |           |          |        |          |        |
| 7:00pm  |        |         |           |          |        |          |        |
| 8:00pm  |        |         |           |          |        |          |        |
| 9:00pm  |        |         |           |          |        |          |        |
| 10:00pm |        |         |           |          |        |          |        |
| 11:00pm |        |         |           |          |        |          |        |

First, look at your “personal primetimes,” and block these out.

Next, gray out the times when you are least alert and ready to work.

Make a list of tasks that must be accomplished this week. Then, take items off of this list and fill them in the chart, paying heed to when you are most alert (put the most difficult tasks there) and when you are least alert (put lower priority or stress-relieving items in these slots.)

Finally, use this schedule for at least three days. After three days, write two paragraphs describing how your new personal schedule worked for you. Include what **did not** work, and how you think you might redo these aspects in your next version.

**Delivery of this Unit’s Assignments:**

By this point, you should have gained enough familiarity with Word to complete your assignments using it. You may have already attended the Lab this unit and have comfort in Excel. You can also use Excel in creating your Personal Schedule Framework as a spreadsheet that you can continually update.

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and the assessment reports from the **Exercise**. In addition, attach your Time and Planning Potential worksheet and the other deliverables for the **Analysis**. Finally, also attach your deliverables for the **Project**.



## Labs

### Lab 1: Microsoft Excel Project 1 Tutorial

#### What is the purpose?

This is the first Microsoft Excel tutorial lab. You may have had some experience already with the Microsoft Excel or you may not have had any experience at all. These labs are designed to meet you where you're at. You can start at the beginning by going through this first tutorial whose purpose is to introduce you to the software. You will learn to open a spreadsheet, enter text, perform a simple sort and auto filter, modify a chart, and save and print in Project 1. If you are already familiar with Microsoft Excel and feel you have mastered these skills, you can skip this tutorial entirely and go directly to the Lab Assignment (test). If you can test out with a passing grade of 80% or better, you should proceed to Project 2 tutorial and test. If you have extra time after that, consider going on to additional Projects. Each unit you should do at least one tutorial and take at least one test. Don't worry about getting through all of the labs listed for this course and not having anything to do at the end of the course! We have more! Let your Instructor know when you reach the end of the labs listed for the course and you will be set up with the ability to move onto more advanced levels.

A word of caution, though, if you think you want to fly through these; though this lab starts with the basics, the tutorials quickly move into new realms. There are always new tricks to learn in these programs that will make your life easier!

#### What are the steps?

Go to **TAIT**.

Go through either the following Microsoft Excel tutorials or at least one other Microsoft Excel tutorial. If your Microsoft Excel skills are more advanced than this unit's lessons, consider taking the Microsoft Excel Project 1 test and moving on to the Project 2 tutorial and test.

### Task 1: Microsoft Excel Project 1

#### Procedure:

Complete the following lessons for Microsoft Word in the TRAIN AND ASSESS IT program

#### Microsoft Excel Project 1:

- Lesson 1: Identifying the Parts of an Excel Screen
- Lesson 2: Opening and Saving a Workbook
- Lesson 3: Viewing and Editing Contents
- Lesson 4: Modifying a Chart

Lesson 5: Performing a Simple Sort and Filter

Lesson 6: Using Buttons to Preview and Print

Lesson 7: Getting Help

Lesson 8: Closing a Workbook and Exiting Excel

### **Task 2: Microsoft Excel Exam 1**

Go through the Microsoft Excel tutorial and then take the Microsoft Excel Exam I. You can access this through TAIT. If your skills in Microsoft Excel are advanced, you can take this test without going through the tutorials for the unit if you go through at least one other Project tutorial and take the exam for that Project.

### **Did it work?**

- Were you able to successfully complete all of the lessons in **Microsoft Excel Project 1**?
- Do you feel confident to perform all these tasks in real life?

## Summary and Reminders

Time-management is a core concept of this course and one that can be linked to many others. Emphasize to students that the personal time management framework they establish in this course can be used throughout their ITT Tech careers, and into their careers.

**Remind** students that if they procrastinate on their assignment for this unit, they will not have time to try out their personal schedule framework for the minimum three days required in the assignment. You might point out the irony here!

*(End of Unit 4)*

## Unit 5: Read and Record

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### Checklist Before You Start

- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ **READI:** Make sure students understand how to use READI. They will take the Reading Comprehension assessment this week.
- ✓ **TAIT:** Ensure students have a high comfort level with TAIT by this time, and are on schedule with their test submissions for Word and Excel.
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 3: Effectively and efficiently use selected productivity software tools.
  - 3.3: Demonstrate selected skills of Microsoft PowerPoint elements.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
  - 7.4: Develop a reading improvement strategy.
  - 7.13: Describe note-taking techniques.
  - 7.17: Apply reading comprehension strategy and personal learning style to comprehensive study strategy.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 5, “Read and Record” pp. 129–163
- Part 2, Microsoft PowerPoint® 2003, Chapter 1, “Taking a Tour of PowerPoint® 2003” pp. 581–619

### Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Reading comprehension

2. Vocabulary and success
3. Note-taking
4. Learning style and study habits

### **Teaching Tips for This Unit**

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students' learning style.

Please use as many lecture and discussion ideas as possible, ensuring that you cover all of this unit's objectives in a blend of lecture, class discussion, and in-class activities.

#### **Lecture Ideas:**

- The difference between reading and comprehending
- The importance of accuracy over speed
- How to use a dictionary to best advantage
- How to locate the main idea of paragraphs and sections
- How to prepare one's self for effective reading
- How to develop a powerful vocabulary
- How to use Bloom's Taxonomy to test for comprehension
- The importance of reading comprehension for success in all classes
- How to calculate reading speed using the reading calculator in the chapter
- The importance of taking notes while reading
- The difference between active and passive reading
- How to improve reading speed and comprehension by understanding prefixes and suffixes
- How to increase concentration

#### **Discussion Ideas:**

- Why is reading comprehension important for student success?
- How can increasing your comprehension help in other classes?
- Why is a powerful vocabulary important?
- Why is it important to know your reading speed?
- Why is reading with a dictionary important and necessary?
- Why is SQ3R such a powerful reading and comprehension tool?
- Why is it important to take notes when reading?
- Why is concentration important in the reading process?

- **Reading comprehension**

Open a discussion about reading by frankly asking students, “What did you read this unit?” If a majority read nothing at all, lead a discussion in why that might be. Do the students think they “hate to read?” If so, why? You might ask, “Did you read an advertisement? Did you read for class? Did you read the newspaper?” The point is, they might be reading more than they think, and they might be better at it than they think.

In **Appendix G**, the critical reading exercise is a good one to illuminate how many different **types** of reading there are, and how one should navigate the many reading demands of our modern world.

Please choose as many in-class activities as you wish from a wealth of options in **Appendix G**.

**Be sure to cover this critical area of learning comprehensively. Please be sure to cover SQ3R, critical reading, retention, and other topics that will fulfill this unit’s course objectives.**

- **Vocabulary and success**

Ask students whether they think that they have a good vocabulary. If there is lukewarm response, query students: who do they know who has a good vocabulary? What does this mean to them, and what associations does it conjure? Do they think of these people as exceptionally smart? Do these people just tend to use “big words?” Are these people more successful?

Tell students that a “good vocabulary” comes with reading more, and that natural curiosity also leads to improvement of personal vocabulary. It’s easier to learn new words when one is interested in what they mean.

Ask students to write down four words specific to their deepest interest or their career path. After they have been given time to write down these words, have the students share these words with the class. How many other students know these words? Why or why not? Is vocabulary tied to interest?

You can also discuss technical vocabularies that come with specific fields, like IT or allied health, or business, and why it is important to learn “industry jargon.” Talk about trade journals and professional publications where students might gain a better “industry vocabulary.”

For general vocabulary enhancement, suggest that students buy a daily word calendar, and try to learn one new interesting word a day. Stress that the word should be tied to something that interests them so they might better retain the definition. Also stress that improving one’s reading comprehension does **not** happen without vocabulary improvement.

- **Note-taking**

Note-taking has become a different thing since the dawn of the Internet Age. You might ask students to discuss what note-taking techniques they were taught in high school, and whether these techniques are really still relevant.

Ask students to come up with one new note-taking idea each that matches their personal learning style/preference, and helps them to learn content.

Explain that verbal/linguistic learners might prefer to write down what they hear; auditory learners might like to record lectures; visual learners might prefer to make charts and graphs and illustrations out of new knowledge in order to retain it. Explain that no one technique is superior, but that note-taking is still relevant to retention of knowledge.

Explain good note-taking's importance to avoiding plagiarism: if a student writes down the books and websites from where they get information, it is less likely they will misquote or commit plagiarism later.

## Homework

The following homework is designed to cover the course objectives for this unit.

### 1. Writing assignment 1: Reflect: How Do I Feel About Reading?

Free write for at least 15 minutes on the following questions:

- I love to read (or do not enjoy reading) because ....
- Discuss your concentration level during reading. What does this mean to you?
- How can poor reading habits affect your life beyond college?

### 2. Exercise 1: Assess: Reading Speed and Comprehension: Where are You?

The purpose of this assessment is to assist you in realizing potential challenges in reading speed and comprehension.

#### Introduction:

Have you ever read something and then realized you had no idea what you just read? One of the top challenges confronting first-year college students is reading comprehension. Although college students have been reading for many years, they may not have developed the techniques to be able to comprehend, interpret, analyze, and evaluate what they read. Actually, most of us could improve our reading comprehension. Stop for a moment and think about your reading speed and comprehension. If you could read faster and comprehend more, you could successfully complete many of your assignments in less time.

Before we start, let's see where you are, so that we can build on the skills you have.

#### Task:

- Access the Reading Comprehension Assessment of READI.
  - To re-visit READI: Go to <http://www.readi.info/itt>. Follow the prompts under the **Returning Users** section by entering your e-mail address and PIN to return to your READI assessments.
  - Choose Reading Comprehension Assessment.
- Take the assessment.
- Print your results as a PDF document.



### 3. Analysis 1: Plan: My Reading Assessment Chart

| MY CHART  |            |               |                  |
|---|------------|---------------|------------------|
| ASSESSMENT  | Level      |               | Where do I Fall? |
| Reading Speed & Comprehension as reported in READI Assessment | WPM /Speed | Comprehension |                  |
|   |            |               |                  |

Looking carefully at your READI report, fill in the chart. In the “Where do I Fall?” box, write whether you are above or below average in reading comprehension per the report.

### 4. Project 1: Apply: Choose Your Assignment for Reading Comprehension Improvement

If you are above average and are satisfied with your reading skills, please complete assignment A.

If you would like to improve your reading comprehension and/or speed, please continue with assignment B.

#### Project 1 Option A: Teach a Junior High Class how to Improve Reading Comprehension

You have been asked to speak to a junior high class on the importance of developing good reading habits. The goal of this talk is not only to motivate the students to develop good habits but also to provide at least three concrete tips they can use.

Write a short presentation for such an audience. Using Word or PowerPoint, create a five- to six-page/slide presentation for the students, telling them at least three concrete tips for improving reading comprehension.

#### Project 1 Option B: Personal Improvement Commitment Plan

Like other changes we have discussed, if you wish to improve your reading speed and comprehension, you must be intentional.

In a two column table created in Word, please write a Reading Comprehension Improvement Plan based on the tips for improving reading comprehension listed in Chapter 5 of your textbook and any additional reading you have done on this issue.

List three tips in the first column. In the next column, list your personal plan for integrating each tip into your study habits or life that you think can help you improve your reading comprehension.

**Delivery of this Unit's Assignments:**

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and the assessment report from the **Exercise**. In addition, attach your Reading Assessment chart for the **Analysis** and your deliverables for the **Project**.

**Check it First!****Did you...??**

- Complete the Reading Comprehension assessment in READI?
- Print all Reports?
- Build your Reading Assessment Chart?
- Choose Apply Option A or B?
  - If Option A: Complete your PowerPoint or Word presentation with at least THREE concrete tips for improving reading for a junior high class?
  - If Option B: Complete your Personal Improvement Plan?

If you can check all of these, you have completed your assignment. Good work!

## Labs

### Lab 1: Microsoft PowerPoint 1

#### What is the purpose?

This is the first and only Microsoft PowerPoint tutorial lab in this course. You will learn how to use the elements in PowerPoint, to open and save a presentation, to run a slide show, to get help, and to exit and save a document. If you are already familiar with these features of Microsoft PowerPoint and feel you have mastered these skills, you can skip this tutorial entirely and go directly to the Lab Assignment (test). If you can test out with a passing grade of 80% or better, you should proceed to Project 2 in Microsoft PowerPoint and complete the test for Project 2. If you have extra time after that, consider going on to additional Projects. Each unit you should do at least one tutorial and take at least one test.

#### What are the steps?

Go to **TAIT**.

Go through either the following Microsoft PowerPoint tutorials or at least one other Microsoft PowerPoint tutorial. If your Microsoft PowerPoint skills are more advanced than this unit's lessons, consider taking the Microsoft PowerPoint I exam and moving onto the next tutorial.

### Task 1: Microsoft PowerPoint Project 1:

#### Procedure:

Complete the following lessons for Microsoft PowerPoint in the TAIT program:

#### Microsoft PowerPoint Project 1

Lesson 1: Identifying the elements in the PowerPoint window

Lesson 2: Opening and Resaving an Existing Presentation

Lesson 3: Exploring PowerPoint Views and the Zoom Feature

Lesson 4: Navigating a Presentation in Normal View

Lesson 5: Running an Electronic Slide Show

Lesson 6: Using the Slide Show Shortcut Keys

Lesson 7: Getting Help

Lesson 8: Closing the Presentation and Exiting PowerPoint

#### Microsoft PowerPoint Project 2:

Lesson 1: Creating a Blank Presentation

Lesson 2: Using a Design Template to Create a Presentation

Lesson 3: Entering, Deleting, and Editing Text

Lesson 4: Using the Spelling Checker

- Lesson 5: Saving a Presentation
- Lesson 6: Previewing a Presentation
- Lesson 7: Using a Page Setup
- Lesson 8: Printing a Presentation

**Task 2: Microsoft PowerPoint 1 Test:**

Go through the Microsoft PowerPoint tutorial and then take the Microsoft PowerPoint Exam 1. If your skills in Microsoft PowerPoint are advanced, you can take this test without going through the tutorials for the unit if you go through at least one other tutorial.

**Did it work?**

- Were you able to complete each of the lessons in Microsoft PowerPoint Projects 1 and 2?
- Do you feel confident to perform all these tasks in real life?

## Summary and Reminders

The topic of reading comprehension arouses its own set of student anxieties, and lack of good comprehension and requisite vocabulary is one of the top reasons students fail. Stress to students that improvement in reading comprehension takes commitment and a desire to improve, and that while it is hard work, it is very rewarding in the end.

**Remind** students that they should take the reading comprehension assessment in the LAB if they will not have access to the Internet at their homes. The assessments don't take long.

*(End of Unit 5)*

## Unit 6: Respond

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### Checklist Before You Start

- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ **TAIT:** Ensure students have a high comfort level with TAIT by this time, and are on schedule with their test submissions for Word, Excel, and PowerPoint.
- ✓ **Inform students they will be participating in a Peer Review of their writing assignment from this week.** They might want to bring several printed copies of their work for the review Unit 7.
- ✓ **ITT Tech Virtual Library:** Ensure your students know how to access the ITT Tech Virtual Library with ease. They will need to do some research for their Homework assignment this week.
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 3: Effectively and efficiently use selected productivity software tools.
  - 3.2: Demonstrate selected skills of Microsoft Excel elements.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
  - 7.6: Demonstrate the ability to write effective answers to common types of assignments.
  - 7.16: Develop a personal strategy for improving writing skills.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 6, “Respond” pp. 165–195
- Part 2, Microsoft Excel 2003, Chapter 2, “Modifying a Worksheet” pp. 549-562
- Part 2, Microsoft Excel 2003, Chapter 3, “Improving the Appearance of a Worksheet” pp. 563–579

## Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Writing effectively, clearly, and concisely
2. The writing process
3. Effectively completing writing assignments
4. Writing for career success
5. Peer review

## Teaching Tips for This Unit

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students' learning style.

### Introduction:

This unit covers a very broad and important skill in a single unit. It is meant to be an introduction to writing. You may choose to run this unit's class time as a mini-writing seminar. Just the act of writing helps students learn to write.

Some ideas for ice-breaking mini-topics for writing in class include:

- Write a self-description from your own point-of-view.
- Write a description of yourself as you believe another person views you. You can write in this person's voice, or in the first person, describing how you think others perceive you.
- Write for five minutes about your decision to come to college. What influenced your decision? How do you feel about this decision now, six weeks into your first course?
- **Writing effectively, clearly, and concisely**

Explain to students that to write effectively is to write clearly, concisely, and sometimes persuasively. Put the terms "clear," "concise," and "persuasive" on the board and have the students tell you what they think each means.

Ask the students what they consider "effective writing." Has some piece of writing stirred them recently, or in their past? Was it an editorial, an essay, a piece of literature? Ask them to identify from their points-of-view what it was about these writings that affected them. Write these qualities on the board.

Have the students consider the qualities of effective writing on the board. Now, ask them, do they think they can emulate these? Why or why not?

This discussion will help you lead to an open or small-group discussion about possible “writing phobias” that have plagued students since elementary school. Have the students discuss their experiences with writing over their lives. Have the experiences been positive or negative for the most part?

Talking about writing phobias can help students to exorcise them.

Explain to students that no one is really a born writer—although there are some people who clearly love to write and find it easier than others, just as some prefer math and science.

You can say to the students:

“You have probably been writing for a long time...but until now, perhaps you haven’t been asked to examine how your writing will affect your academic and professional prospects.

“The benefits of clear, precise writing are immeasurable—not only in school but in everything you do.

“When you write clearly, you show others that you care enough to use language properly and to organize your thoughts. You leave a lasting impression of intelligence.”

This unit will reinforce many writing basics you may have already studied, with emphasis on *the writing process*. When you use those basics in a research paper, an essay, an assignment, or an online discussion, you impact others and paint an image of yourself.

Good writing skills can also help you:

- Become a better critical and creative thinker
  - Master new material
  - Be a more successful professional
  - Share your knowledge
  - Manage time better”
- 
- **The writing process**

Explain that the “writing process” is intended to help anyone organize thoughts, choose an appropriate pattern of development, and write effectively to an intended audience. The traditional steps in the writing process are:

- Prewriting
- Drafting
- Revising



- Proofreading
- Delivering

Some of the general features usually found in the most effective essays and reports done for classes include the following:

- They follow the guidelines of the assignment.
- They are logically organized with a distinct beginning, middle, and ending.
- They are written in the writer's own voice.
- Sentences vary in length and begin in different ways.
- Adjectives are used somewhat sparingly.
- Punctuation, grammar, word usage, and spelling are correct.
- *The final product has been edited several times.*

See **Appendix H1** for several handouts addressed to students. These handouts might be used as lecture or in-class discussion prompts, or copied and handed out to students as a primer to keep.

- **Effectively completing writing assignments**

Explain to students that many writing assignments, across the various ITT Tech programs, require students to express themselves clearly, effectively, and concisely. Explain that a key to successful assignment completion is in understanding the **requirements** of an assignment. Explain that even a brilliantly composed paragraph will not enable a student to pass an assignment if he or she neglects to answer the entire question.

The following lecture material might help communicate to students the importance of writing clear, effective answers to assignment questions. You might consider putting the following acronym on the board and then discussing specific expansions.

**Note:** This material is also provided as a handout in **Appendix H2**. You may copy and distribute it to the students.

**ANSWER**

A= Address each part of the question

N = Narrow down topics

S = State definitions of key terms

W= Write a topic sentence

E = Explain with examples

R = Reorganize ideas into logical sequence

**Address each part of the question**

Many assignments have multiple parts. Before turning in an assignment, make sure you've answered every part of the question or questions.

**Narrow down topics**

If the questions you are asked are not very specific, you will have to determine what to write about. Part of what you're being judged on in this case is whether you can identify the main topic or topics. If you write on too many topics or provide too much information, it will appear as if you don't know what is important. You'll need to write enough to answer the question and expand on only the important points.

**State definitions of key terms**

When answering a question, you will want to define the important terms, even if they've been defined in the lesson. For instance, if you are asked a question about the importance of academic integrity, you would first want to define what academic integrity means.

**Write a topic sentence.**

Paragraphs begin with topic sentences. A topic sentence should state briefly what your answer will entail. Be sure to be *direct* and *concise*. In the sentences following the topic sentence, you will provide the details.

**Explain with examples**

After each topic sentence you write, you will want to provide some kind of explanation. Many times, you can use examples to help support or illustrate your point.

Other times, you may need to be more specific. Look for clues as to what the Instructor wants to see in your answer.

Consider for a minute what should be included in the answer when you see the following words in a question:

- Discuss
- Illustrate
- Enumerate
- Contrast
- Critique
- Justify, prove, or argue

Maybe, the following:

- Discuss (important points)
- Illustrate (an example(s))
- Enumerate (number and separate)
- Contrast (comparison of two or more things)
- Critique (counter-point)
- Justify, prove, or argue (supporting evidence or reasons to support a claim)

**Reorganize idea into logical sequence**

Your topic sentences and supporting examples do not have to be perfect in this class! They're just a way to help you keep your answers organized. Just write a sentence about what you want to say, say it, and support it.

If you have more than one paragraph in your answer, each paragraph should have its own topic sentence—each one should be about something in particular.

Each topic sentence should have explanations with examples, if appropriate. It's almost never okay to just provide a single sentence answer to an assignment question.

That's all there is to it! When you're asked a question, just ANSWER it!

- **Writing for career success**

A big tie between effective writing and career success should be made to the students. It should be the “why” they strive to improve their writing: good writers are more successful in their careers because they can get their ideas across, they can persuade, and they earn respect for their good communication of ideas.

One way to engage students in this idea might be through humor:

An email going around recently listed “hospital chart bloopers.” They are funny ways to enter a conversation about professional writing and how writing impacts careers. You might display this list and then ask students to identify what was wrong with the sentence construction, spelling, or grammar that caused the confusion (and the humor).

Here is the list:

**Actual writings from hospital charts**

1. The patient refused autopsy.
2. The patient has no previous history of suicides.
3. Patient has left white blood cells at another hospital.
4. Patient has chest pain if she lies on her left side for over a year.
5. On the second day the knee was better, and on the third day it disappeared.
6. The patient is tearful and crying constantly. She also appears to be depressed.
7. The patient has been depressed since she began seeing me in 1993.
8. Discharge status: Alive but without permission.
9. Healthy appearing decrepit 69-year old male, mentally alert but forgetful.
10. Patient had waffles for breakfast and anorexia for lunch.
11. She is numb from her toes down.
12. The skin was moist and dry.
13. Occasional, constant infrequent headaches.
14. Patient was alert and unresponsive.
15. Rectal examination revealed a normal size thyroid.

16. She stated that she had been constipated for most of her life, until she got a divorce.
17. I saw your patient today, who is still under our care for physical therapy.
18. The lab test indicated abnormal liver function.
19. Skin: somewhat pale but present.
20. The pelvic exam will be done later on the floor.
21. Patient has two teenage children, but no other abnormalities.

- **Peer review**

This unit, students have a writing assignment as homework. They are asked to assess, plan, and apply their writing skills.

Another aspect of the homework assignment is a peer review.

Peer review will be integrated into many of the students' future ITT Tech General Education courses, so it's essential that it is introduced in this course.

Tell students that they will be doing a peer review next unit, and discuss the following:

- **What is peer review?**

Explain that peer review is the process of evaluating and providing useful feedback on peers' (classmates, coworkers) work. In writing, peer review provides the "second pair of eyes." A peer reviewer can give a writer invaluable feedback on what the reader experience will be with one's writing.

Explain that peer review is used frequently in the workplace in project scenarios. Teamwork often involves peer review.

- **Parameters of peer review**

Explain that peer review usually involves specific requests for feedback. For example, a writer may ask his or her peer reviewer to focus on the readability, the grammar, spelling and punctuation, whether the topic is fully covered, or perhaps on many aspects of the piece. Peer reviewers should limit their reviews to the pre-determined parameters of the review, usually outlined in ITT Tech assignments quite clearly.

- **Courtesy and respect**

Explain that courtesy and respect are highly important in peer review. Being unprofessional, harshly critical in a non-helpful way, or flippant can be devastating to a writer. Tell the students to think about how they would feel if a reviewer insulted them in a peer review.

Explain the thin line between being harsh and being helpful. The flip side of being overly harsh is being too easy or vague. It is a disservice to the person whose work you are reviewing to be vague, or just to write, “This is good,” without providing details.

Ask students why they think this might be. Lead students to the understanding that being thorough, considerate, and clear is being helpful

Introduce students to the Student Peer Evaluation Form in **Appendix B** of this course. This sheet will be the standard template for many ITT Tech courses’ peer review assignments.

However, this peer review sheet is more appropriate for peer reviews involving team projects.

Tell students that this unit they will be conducting a writing peer review, which is slightly different. A template with parameters will be provided.

**IMPORTANT:**

Assign students peer review partners for this unit’s assignment. You may allow students to choose partners if that works for your class, but ensure that everyone has a partner before they leave.

Although they won’t actually conduct the peer review until next unit’s class meeting, student partners might want to communicate over the week while they are completing their writing assignment.

## Homework

The following homework is designed to cover the course objectives for this unit.

### Introduction:

The purpose of this unit's assignments is to apply the steps in the writing process to a writing assignment that you will submit. It is here to help you improve your writing skills, which will be very important to your future success as a student and as a professional. Remember: People are judged on their writing skills even when they send simple email messages.

### 1. Writing assignment 1: Reflect: How do I Feel About Writing?

In class, or as homework, free-write for at least 15 minutes on the following questions or prompts:

- How do I feel about writing? What is my "writing history?" Is it a positive or negative experience?
- How can I work on improving my writing? What steps do I need to take?
- Does the writing process help me organize to write effectively? Why or why not?
- What parts of the writing process do I find most difficult? Why?

### 2. Exercise 1: Assess: Get Ready to Write

For this unit's assessment, you will not take a self-assessment; rather, you will exercise your writing skills in a **prewriting** exercise.

Getting ready to write is as important as writing itself. If you read what writers write *about* writing, one of the major themes is that first they must write *badly*. That may sound funny, but it's true that many famous writers allow themselves the space to "write badly" every day. In doing so, they work out ideas, flex their writing muscle, and prepare to write well. It turns out, when you think you are writing badly, you just might be exercising your brain and discovering the ideas you have about your subject. Anyone can do this.

For this exercise, pre-write for a half-hour on a topic of your choice. Your Instructor may facilitate a topic-choosing session in class, or assign topics.

Choose one of the following prewriting techniques:

- **Clustering or branching:** Choose a topic and write it in the center of a piece of paper. Draw “branches” from this topic out toward the edges of the paper, and fill these branches, at least five with associated subtopics or thoughts about the topic. If these subtopics spur yet more thought, don’t stop there: write as many associations or ideas as you can in 20-30 minutes.
- **Pure free-writing:** As you have been doing all through this course, simply allow yourself to “free-write” for at least 15 minutes up to a half hour on your topic. Allow ideas to flow without editing, without self-censorship. Don’t worry at all about punctuation, grammar, and spelling, or even about the quality or eventual usefulness of your ideas. The point here is to get things down. You will edit later.

### 3. Analysis 1: Plan: Research and Draft

Once you have done some prewriting and discovered what aspect of your topic you want to write about, it’s time to do some research and choose a pattern of development or organization to follow.

#### Step 1: Research

Use the ITT Tech Virtual Library to identify at least three reliable sources of information that pertain to your topic. You do not have to include all of these in your essay.

Write full citations (author, source, date of publication, and page numbers if necessary) for these three sources in a Word document to submit to your Instructor.

#### Step 2: Choose a pattern of development

Choose one of the following three patterns of development. Explain your choice in one paragraph written to your Instructor.

- **Process Essay**—In this essay, you explain how something works or how to do something.
- **Comparison Essay**—In this essay, you look at similarities and differences between two or more subjects. You can do a point-by-point comparison or address each subject separately.
- **Cause/Effect Essay**—In this type of essay, you present an analysis of a subject and make clear cause-and-effect connections between the points.



#### 4. Project 1: Apply: Write, and Rewrite, and Rewrite, and Proofread

Finally, write your essay in a Word document. **Revise** and **proofread** your essay before you **deliver** it to your Instructor in a Microsoft Word document.

**Make two copies of your document: one for your Instructor and one clean copy to bring to class for your peer reviewer for an in-class exercise at the beginning of class next unit.**

#### **Delivery of this Unit's Assignments:**

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and the deliverable for the prewriting **Exercise**. In addition, attach your responses for the **Analysis** and your essay for the **Project**.

Before you submit the assignments, **check it first!**

- Did you pre-write?
- Did you draft the essay?
- Did you make significant revisions and improvements to your draft?
- Did you proofread your essay?
- Did you find someone else to proofread your essay?
- Did you write in complete sentences?
- Did you fully develop your thoughts?
- Are your sentences grammatically correct?
- Did you make two copies to bring to class in the next unit, a copy for your Instructor and one for your peer reviewer?

## Labs

### Lab 1: Microsoft Excel 2 Tutorial

#### What is the purpose?

This is the second Microsoft Excel tutorial lab. You will learn to enter text, numbers and formulas. In addition, you will learn to insert rows and columns, copy and paste cell contents, and apply special formatting. If you are already familiar with these features of Microsoft Excel and feel you have mastered these skills, you can skip this tutorial entirely and go directly to the Lab Assignment (test). If you can test out with a passing grade of 80% or better, you should proceed to Project 4 in Microsoft Excel and complete the test for Project 4. If you have extra time after that, consider going on to additional Projects. Each unit you should do at least one tutorial and take at least one test. Don't worry about getting through all of the labs listed for this course and not having anything to do at the end of the course! We have more! Let your Instructor know when you reach the end of the labs listed for the course and you will be set up with the ability to move onto more advanced levels.

#### What are the steps?

Go to **TAIT**.

Go through either the following Microsoft Excel tutorials or at least one other Microsoft Excel tutorial. If your Microsoft Excel skills are more advanced than this unit's lessons, consider taking the Microsoft Excel I exam and moving onto the next tutorials

### Task 1: Microsoft Excel Projects 2 and 3

#### Procedure:

Complete the following lessons for Microsoft Excel in TAIT.

#### Microsoft Excel Project 2:

- Lesson 1: Entering Text, Numbers, and Formulas
- Lesson 2: Selecting Worksheet Items
- Lesson 4: Inserting and Deleting Rows and Columns
- Lesson 5: Copying and Moving Cell Contents

#### Microsoft Excel Project 3:

- Lesson 1: Format Numbers
- Lesson 2: Align Cell Contents
- Lesson 3: Change Font and Font size
- Lesson 4: Apply Bold, Italic, and Underline
- Lesson 5: Add Color

Lesson 6: Add Borders

Lesson 7: Use Format Painter

Lesson 8: Remove Formatting

**Task 2: Microsoft Excel 2 Test**

Go through the Microsoft Excel tutorial and then take this exam. If your skills in Microsoft Excel are advanced, you can take this test without going through the tutorials for the unit if you go through at least one other tutorial.

**Did it work?**

- Were you able to complete each of the lessons in the TAIT program?
- Do you feel confident to perform all these tasks in real life?

## Summary and Reminders

This unit focused on helping students to develop their writing skills for writing effectively, clearly, and concisely. The dynamics of the writing process and methodology of effectively completing writing assignments were also discussed in this unit.

You may choose to provide students with topics for their writing assignment this unit, or at least guide them in their choices by providing ideas.

Remind students to take advantage of Lab time this unit to research their topics if they will not have Internet access throughout the unit.

**REMIND** students to make an extra copy of their writing assignment for their peer reviewer. They should bring this copy into class next unit. There should be one copy for their Instructor and one for their peer reviewer, one that can be written on.

*(End of Unit 6)*

## Unit 7: Remember

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### Checklist Before You Start

- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ **Team Assignment: Collaborate: Peer Review Exercise is required this week.** Please note grading parameters for Collaborate assignments.
- ✓ **TAIT:** Ensure students have a high comfort level with TAIT by this time, and are on schedule with their test submissions for Word, Excel, and PowerPoint. They will be starting on Access this unit.
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 3: Effectively and efficiently use selected productivity software tools.
  - 3.4: Demonstrate selected skills of Microsoft Access elements.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
  - 7.7: Identify the characteristics of an effective listener.
  - 7.14: Apply personal learning style to identifying compatible, effective study habits.
  - 7.15: Use peer review skills/methods to provide feedback.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 7, “Remember” pp. 197–219
- Part 2, Microsoft Access 2003, Chapter 1, “Taking a Tour of Access 2003” pp. 621–656

### Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Study Skills: Knowing and understanding
2. Memorization
3. Active listening
4. Learning style and study habits

## Teaching Tips for This Unit

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students' learning style.

### Introduction

This unit focuses on what a student must do on one's own: study.

Therefore, it is a great time to re-emphasize the critical nature of self-motivation, time-management and other life skills conducive to being a good student. This unit's assignments will have enormous tie-in to these concepts, so enforcement in class will aid the students greatly.

Emphasize that studying well ultimately means being responsible to oneself.

Some students may thrive in group study sessions. Explain that while this is great, and may tap into a part of their dominant learning style, interpersonal, they also need to know how to study alone.

### **In-Class Assessment**

- **Team Assignment: Collaborate: Peer Review Exercise**

Students peer review their partners' assignments from Unit 6 in a short, in-class, peer review exercise.

This unit is unusual in that it is the only unit where overlap occurs from the previous unit. Before introducing this unit's topics, conduct a ½ hour peer review session. Students should exchange their Unit 6 writing assignments and take 20 minutes to ½ hour to review their partners' work. They should answer the following questions during their peer review:

- Did the writer clearly state his or her main idea? Are you clear about what the writer "means?"
- Did the writer follow through with accurate, interesting details?
- Did the writer proofread his or her work? Is the work fairly "clean" of grammatical, spelling, or punctuation errors?
- Make one overall comment of two to three sentences on what you thought about your partner's work. This comment should be detailed, direct yet courteous, and helpful.

Students may write these responses directly on their peers' copies. Reviewers should clearly write their name on the document, and answer all questions, in addition to providing written comments and edits for the writer within the document.

Students should turn in the reviewed documents and their own writing assignments to you after this peer review session. Then, you can proceed to Unit 7 topics, below.

- **Study Skills: Knowing and Understanding**

Begin the class with a class discussion on why studying is important. Have the students call out qualities of a good learner. If need be, prompt them with qualities such as, “good focus and concentration,” “self-discipline,” “good advance planning,” “making sense of material.”

Ask them what these qualities have in common.

Gently lead them to the realization that self-motivation and discipline, and a strong desire to really learn are at the heart of these qualities.

In addition, have the students ponder the following quote and share their views as a class discussion on what it means:

“There is a great difference between knowing a thing and understanding it.” – Charles Kettering

- **Memorization**

One instructor gives the following ideas for teaching memorization:

“I begin by reciting one phone number. I have the class recite it with me. I move on to other information and then come back to the number. I ask someone in the class to tell me the number. Few of them can remember it. This is a great way to demonstrate short-term or working memory. I then give them the number again. We go over the number again and again until they know the number. I talk about how repetition increases the likelihood of transferring information into long-term memory. When they know the first number, I add an additional phone number, then another one and then another one. Then I ask them to repeat the number to me in sequence. Most cannot do it, and this is how I begin a discussion on how short-term or working memory only holds so much information. This is a great “teachable moment” regarding how classroom information must be moved from short-term or working memory to long-term memory if it is to be retained.

After the discussion on memory, I move into the importance of visualizing and creating mental images of information to aid in memory development. As an example, I use an exercise I often used in acting class to promote imagination and creativity. We create a virtual room in front of the class. I tell the class about the empty room, describing the color of the walls, the curtains over one window, show them where the entrance is, and when they have visualized the room, I add one piece of furniture. I am very descriptive in my addition. For example, I might add the following to the room: a three-person sofa with a rounded back and arms, six feet long, the fabric is yellow with red poppies on it, there are two pillows on each end of the sofa, and it is sitting under the window.



Next, I have a student come to the room and describe the room in detail, including the addition of the sofa. She must describe the sofa in complete detail. When she has successfully completed the description, she can add a piece of furniture. This continues with a few more students to drive home the point that with repetition and visualization, most information can be moved to long-term memory. I will continue this exercise throughout the semester with each student adding pieces of furniture or decorative items to the room. I often ask them about one or two items in the room on the final exam. Few ever miss those questions . . . another “teachable moment. I also enjoy spending time having students develop mnemonics for information we have previously studied or information found later in the text.”

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Another exercise you might use is:

### USING MNEMONICS

**Explanation:** This fun exercise will be beneficial for the class as they get to see some of the clever and unusual mnemonics that their peers can develop.

**Procedure:** Find a piece of information that you feel the students will eventually see in the curriculum. This may be Erikson’s Eight Stages of Development, which includes trust, autonomy, intuition, industry, identity, intimacy, generativity, ego integrity. Group your students into pairs or larger groups if you wish and have them develop a mnemonic for the eight stages that they will share with the class. Each group should have a different mnemonic, such as a jingle, an association, a sentence, a word, a visualization, a rap, or a story line.

- **Active listening**

Explain to students that active listening is a critical study skill which everyone should possess. Discuss ways to avoid “mind drift” during lectures, such as silently repeating what the lecturer is saying.

Discuss how active listening is important not only to classroom lectures but in interpersonal communication as well. Discuss scenarios where people are “caught” not listening. Ask the class if this has ever happened to them. What resulted?

For in-class activity, you might run a game of “telephone.” Start a message at one end of the classroom and have every student whisper the message to the next person. At the end, have the last person read out what he or she heard. Compare it to the original message and discuss what might have caused the message to become distorted.

**Discuss some of the following:**

- When was the last time you tuned out someone because you did not like what the person had to say?
- Why is it difficult to listen to people or ideas with which we do not agree?
- What are some benefits of active listening?
- How can we overcome barriers to listening?
- What is the most important thing you have ever heard?
- When was the last time you missed some important information because you were not listening?
- Do you feel your note-taking system works for you? Why? Why not?
- Do you use abbreviations for note taking?
- What type of lecture is easiest to take notes from? Why?
- Why is it important to rewrite and review notes on a regular basis?
- Should you share your class notes with fellow students?
- Who was your hardest high school teacher to take notes from? Why?
- Why is it important to keep notes from each class separate?
- Is it possible to be a successful student without taking notes?
- What is the importance of taking notes from your text?
- What are the pitfalls from getting class notes from other students?

You can also refer to **Appendix I** and conduct in-class activities.

Also, discuss:

- **Speech-Thought Differential:** This is where the mind works four times faster than the average person can speak. There is a time lag between slower speaking rates and faster rates of thinking. Now you can really get the classes attention by noting that they have thought of hundreds of things since you have begun the chapter. “And for those of you who have just returned, welcome back!” This is not a good reason for poor listening, but it is a real reason.
- **Passive Listening:** This is listening with very little concentration. People are often poor listeners because of their lack of focus.
- **Selective Listening** (sometimes referred to as Selective Perception): This is where the listener filters the message through a narrow set of expectations. A lot of college students are selective listeners because they are uncomfortable with

new ideas or they don't like their new instructors. Selective listening is poor listening because neither the message nor the messenger fits one's predetermined set of expectations.

- **Semantics:** People are not trained to listen. Semantics, which is the meaning of words from different frames of reference, poses a problem in the listening process because of the breakdown in the communication system. It must be noted that this is not necessarily a problem on the part of the listener, but many times it poses a problem because it creates a barrier to listening.

Ask the students, "How many different types of listening are there?" Most think that there is just one type of listening. If students are going to understand the importance of note-taking skills, it is vital they understand that there are different types of listening, so they are able to apply the different types of listening skills. Quickly review the following five types of listening.

1. **Appreciative Listening**, which focuses on something other than the primary message. This is just the "causal nod" or just being a spectator at the event, not participating.
2. **Discriminative Listening**, which is based on how something is said over what is said. Many times we draw conclusions from the way the message is presented.
3. **Therapeutic Listening**, where the listener becomes a sounding board for the speaker. It should be noted that this type of listening is most common in interpersonal communication and is often done by giving emotional support.
4. **Listening for Comprehension** is where the listener desires to gain additional information. The listener desires to comprehend and process the information and ideas presented. This is the way we listen to the radio news, television, and don't forget, classroom lectures.
5. **Critical Listening** has been labeled as the most sophisticated type of listening. This type of listening goes beyond understanding for it requires the listener to interpret and evaluate the message. In this type of listening, the listener makes a decision as to whether to accept or reject the information presented.

Many experts in the field of communication have stated that listening is the central conduit in the communication process. Some state that listening takes 50% of communication responsibility. The best way to become skilled at listening is to actively practice.

Share with students the following guidelines regarding Listening Application Skills that directly relate to the college classroom. These guidelines are directly related to principles delineated in the student text. At this point, the class could break into groups and come with their lists of Listening Application Skills.

1. Get your mind on the subject. Collect your thoughts, review, prepare for class, and attend class.
2. Anticipate. The student needs to learn to think ahead and anticipate where the lecture or lesson may be headed.
3. Learn to recognize key ideas. Listen for specific themes and main ideas presented. Also, learn to listen for transitional words and phrases.
4. Be an aggressive and active listener. Tell students not to rule out that the class may be interesting, worthwhile, and meet a need.
5. Learn to listen critically. Approach subjects with an open mind and learn to sift through ideas. You never know what you may learn.
6. Don't evaluate the importance of the information in the classroom and the interest level of the class by the personality of the professor. Someone once put it this way, Wit and Charm vs. Wisdom.

**Some sites that explain active listening:**

<http://www.studygs.net/listening.htm>


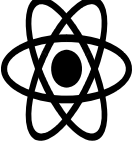

<http://www.colorado.edu/conflict/peace/treatment/activel.htm>





**For additional activities and ideas related to listening, please check Appendix I.**


• **Learning style and study habits**

You can discuss how learning style and study skills are linked. Use the following chart to explain how, just in a classroom for this subject, different learning styles could be engaged. The point is to show the students how people of different learning styles are *taught*. Therefore the chart addresses an Instructor. This should be presented to the students as a glimpse into how learning styles can be addressed by their Instructors.

You may also use the learning style charts from the textbook.

|   | <b>Type of Intelligence</b>      | <b>Teaching Suggestions</b>   |
|---|----------------------------------|---|
|    | Verbal/Linguistic                | <p>Form groups of students and have them discuss their study environments, study habits, and what has worked successfully or not for them. Have them orally report their discussion to the class.</p>   |
|    | <b>Logical/<br/>Mathematical</b> | <p>Discuss the logical and mathematical calculations of how much time it takes to effectively study for a class. Discuss the 3-to-1 rule (one should spend at least three hours studying for every hour in class). Have students discuss the most effective way to study.</p> |
|  | <b>Bodily/Kinesthetic</b>        | <p>Have students act out the information they are studying. If they are studying listening or relationships, have them role play a discussion about the subject matter at hand.</p>   |

|   | <b>Type of Intelligence</b> | <b>Teaching Suggestions</b>  |
|---|-----------------------------|--|
|    | <b>Visual/Spatial</b>       | Have students create graphs, charts, designs, or artwork depicting the information they are studying. Display the charts or graphs and discuss their meanings.               |
|    | <b>Interpersonal</b>        | Have students form study groups and work together to master the material at hand.  |
|   | <b>Intrapersonal</b>        | Have students develop a system by which they can logically and actively reflect on the information to be studied. Have them write out a study plan for studying alone.       |
|  | <b>Musical</b>              | Have students study with music (different types) and without music. Discuss how music helps or hinders retention of material. Share current research on the topic with them. |

|   | Type of Intelligence | Teaching Suggestions  |
|---|----------------------|---|
|  | Naturalistic         | Have students study out of doors. Ask them to report how they felt doing so and what difference they felt this made to their retention efforts. |

Discuss, or have students discuss in groups:

- Why is it important to learn material using one's dominant learning style?
- How can learners overcome obstacles such as classes that are not comfortable to them because, for instance, they are visual learners, and the course is verbal lecture-based?
- How do self-motivation, persistence and the ability to strategize and overcome obstacles tie into a successful study strategy?

## Homework

The following homework is designed to cover the course objectives for this unit.

### 1. Writing assignment 1: Reflect: How do I Study Best?

In class, or as homework, free-write for at least 15 minutes on the following questions or prompts:

- Throughout my academic life, from grade school onwards, how did I learn to study?
- Was I taught primarily to memorize and “regurgitate?” Was this effective?
- What is the difference between “knowing” and “understanding?” Write few sentences comparing and contrasting the meanings of these terms.

### 2. Exercise 1: Assess: Your Learning Attributes Profile

As discussed in class this unit, the key to successful studying is learning and practicing the attributes of good learners. These do *not* have to do with I.Q; they are all possible to achieve with self-motivation, persistence, and the desire to learn! Plus, the same attributes that make people good learners make them successful in all of life.

You will see in this unit’s assignments a coming-together of many of the concepts you have already learned about: persistence, locus of control, and effective time-management, to name a few, and their strong connection to creating an effective personal study plan.

The self-assessment you will take this unit is for *online* learners, but it asks questions that relate to *independent* study, a critical component to success at ITT Tech. You might one day decide to take an online course, so readiness to learn online is a skill everyone should possess.

#### **Please take the Personal Attributes Self-Assessment in READI.**

To re-visit READI: Go to <http://www.readi.info/itt>. Follow the prompts under the **Returning Users** section by entering your e-mail address and PIN to return to your READI assessments.

**Open the Personal Attributes section of the self-assessments. Take the assessment, save, and print your results.**



### 3. Analysis 1: Plan: Your Learning Plan

Look at your Individual Attributes assessment results. Are you in the blue band, red band, or did you fall somewhere in-between?

Read the assessment analysis carefully, and complete Steps 1 and 2.

#### Step 1: Create a Chart

Create your own chart in Excel or Word, practicing those computer skills, with the following title:

#### **My Attributes Assessment Results**

Add the following headings down the left side:

**Academic Attributes**

**Help Seeking**

**Persistence**

**Procrastination**

**Time Management**

**Locus of Control**

Add the following headings along the top:

**My Interpretation**

**My Strengths**

**My Challenges**

#### Step 2: Fill in your chart

- Record your understanding of your assessment results in one or two sentences in the box under My Interpretation.
- Record your primary strengths under My Strengths.
- Record your primary challenges under My Challenges.

Here is a sample report from READI for a student who scored in the middle on readiness to learn online (or independently):

### Personal Attributes

This section measures six items: time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help. These attributes can be enhanced or improved through academic interventions. Ask your faculty member or academic advisor about the resources for remediation and/or support which your school may provide.

The maximum possible score for this section is 96. You scored a total of 61. Your results are below.



### Academic Attributes

Academic attributes reflect your history of success with academic pursuits as well as your perceived ability to perform well academically. **While you have had some success academically, you could potentially have academic challenges.** It is recommended that you discuss this with someone such as an academic advisor or faculty member.

### Help Seeking

The Help Seeking category reflects your willingness to ask for help when you encounter a problem. It is very important in an online course that when you are confused about the course content or the online course process that you seek help from the faculty member or other appropriate person. **Your score indicates that you are comfortable seeking help when needed.** When you experience problems in online courses do not waste time, seek help soon.

### Persistence

Persistence is a measure of your likelihood to finish what you started. **Your score indicates a moderate rate of persistence based on your prior experience.** During an online course you may have feelings of isolation or feel overwhelmed. At these times don't allow yourself to become discouraged and entertain ideas of dropping out. Hang in there!

**Procrastination**

Procrastination is putting off till tomorrow what could be done today. Because you may not face your teacher and fellow students each week, it is easy to delay starting work on assignments. **Your score indicates that you are very likely to procrastinate.** You are encouraged to get started immediately on course assignments. Imagine how good it would feel to complete an assignment early.

**Time Management**

Most online courses do not require any class attendance. However, a significant amount of time is still required each week for reading course materials. **Your score indicates that time management could be a problem for you.** It is recommended that you carefully read the course syllabus, then get a calendar and plan the due dates for all of your assignments. Plan for a specific number of hours each week to work on course assignments.

**Locus of Control**

Locus of Control is a measure of the degree to which you feel that you are in control of what happens to you. A person with high (internal) locus of control believes that their experiences are controlled by their own skill or efforts. **Your score indicates a moderate degree of locus of control.** This may leave you having feelings that regardless of your efforts, your grade will mostly be determined by how much the teacher likes you or just fate. You are encouraged to periodically discuss your performance in the course with your faculty member.

#### 4. Project 1: Apply: My Study Strategy for Success

Take at least one day to consider your chart. It lays out your learning potential profile, which you must consider before creating an effective, personal study plan.

##### Step 1: Write two to three paragraphs outlining the following:

- How do I plan to maximize my strengths in my study plan?
- How do I plan to overcome my challenges in my study plan?
- How can I maximize my dominant intelligence and learning style in creating an effective study plan?

##### Step 2: Create an Effective Study Plan

Now you get to be creative!

Using the computer tool you like best, Word, Excel, or PowerPoint, create a presentation, chart or document outlining your personal study plan.

It should include, but not be limited, to the following categories:

**Overcoming my challenges**

**Maximizing my strengths**

**Using my dominant intelligence and favorite learning style**

**Long-term success: what would it mean to me?**

##### Delivery of this Unit's Assignments:

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and the assessment results from the **Exercise**. In addition, attach your responses for the **Analysis** and your deliverables for the **Project**.

Before you submit the assignments, **check it first!**

- Did you take the Personal Attributes self-assessment, save, and print results?
- Did you create a Word or Excel chart using the title and appropriate headers along the left side and top, or a proper PowerPoint presentation?
- Did you fill in your interpretation of your strengths and challenges in your chart?
- Did you write two to three paragraphs, fully answering the assignment question to Project: Apply?

## Labs

### Lab 1: Microsoft Access 1 Tutorial

This is the first and only Microsoft Access tutorial lab in this course. You will learn how to use the elements in the Access Database Window, navigate tables, view forms and reports, and see what queries can do. You will also learn to print, get help, and close Access. If you are already familiar with these features of Microsoft Access and feel you have mastered these skills, you can skip this tutorial entirely and go directly to the Lab Assignment (test). If you can test out with a passing grade of 80% or better, you should proceed to Project 2 in Microsoft Access and complete the test for Project 2. If you have extra time after that, consider going on to additional Projects. Each unit you should do at least one tutorial and take at least one test.

#### What are the steps?

Launch Train and Assess IT (TAIT).

Go through either the following Microsoft Access tutorials or at least one other Microsoft Access tutorial. If your Microsoft Access skills are more advanced than this unit's lessons, consider taking the Microsoft Access I exam and moving onto the next tutorials.

#### Task 1:

##### Procedure

##### Microsoft Access Tutorial 1

- Lesson 1: Opening a Database
- Lesson 2: Using the Database Window
- Lesson 3: Opening and Navigating Tables
- Lesson 4: Viewing Forms and Reports
- Lesson 5: Glimpsing the Power of Queries
- Lesson 6: Printing Access Data
- Lesson 7: Getting Help
- Lesson 9: Closing and Exiting Access

#### Task 2: Microsoft Access 1 Test

Go through the Microsoft Access tutorial and then take this exam. If your skills in Microsoft Access are advanced, you can take this test without going through the tutorials for the unit, if you go through at least one other tutorial.

#### Did it work?

- Were you able to complete each of the lessons in the TAIT program?
- Do you feel confident to perform all these tasks in real life?

## Summary and Reminders

This unit, students might make some “big connections” about how many of the elements of this course: persistence, self-esteem, effective time-management, knowledge of one’s learning style and dominant intelligence, are all linked to becoming a better student, and eventually a better professional.

Take time to answer students’ questions about their assignments this unit, which ask them to be more independent learners than in past units; namely, they are asked to choose their favorite computer software tool to create a chart and a study plan.

**Remind** students, as always, to take advantage of Lab time to complete their READI self-assessments if they will not have Internet access throughout the unit at home or work.

*(End of Unit 7)*

## Unit 8: Assess

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### Checklist Before You Start

- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project, which students can begin to assemble this week.**
- ✓ **TAIT:** Ensure students have a high comfort level with TAIT by this time, and are on schedule with their test submissions for Word, Excel, PowerPoint, and Access.
- ✓ **Lab Skills Application:** Students are asked to create a Word chart for this unit's Homework assignment. Therefore, it's critical they have a high comfort level in Word. They will be doing the highest level Word tutorials and tests this unit in Lab.
- ✓ **The ITT Program Roadmap:** Students are asked to explore the Roadmap this week and think about their program of study. Familiarizing yourself with the Roadmap before Lab time will help you to facilitate student access and questions.
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 2: Locate and utilize necessary ITT Tech resources.
  - 2.4: Find academic program and career resource information on the ITT Tech Roadmap.
- 3: Effectively and efficiently use selected productivity software tools.
  - 3.1: Demonstrate selected skills of Microsoft Word elements.
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
  - 7.9: Apply test-taking skills.
  - 7.18: Describe personal attitude toward test-taking.
  - 7.19: Apply learning style to effective test-taking strategy.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 8, “Assess” pp. 221–243
- Part 2, Microsoft Word 2003, Chapter 5, “Formatting Paragraphs” pp. 433–458
- Part 2, Microsoft Word 2003, Chapter 6, “Formatting Documents” pp. 459–465

### **Key Concepts That Must Be Covered in Class**

The following key concepts must be covered in class in order to achieve the course objectives.

1. Test-taking strategies and combating test anxiety
2. Personal integrity
3. Test-taking and personal learning style
4. Project start

### **Teaching Tips for This Unit**

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students’ learning style.



**Introduction:**

Test-taking and its associated issues, namely test anxiety, will be a topic that most students will find daunting. There are very few enthusiastic test-takers, although some students are more comfortable in test-taking than, say, class discussion.

Open this unit's discussions with a frank dialogue with students about their attitudes toward, their history with, and their questions about test-taking. As you move ahead during the unit, you can also refer to some activities mentioned in **Appendix J**.

- **Test-taking strategies and combating test anxiety**

Explain to students that half the battle in overcoming test anxiety is devising a strategy to prepare as fully as possible for exams and quizzes.

The following material may be used for in-class discussion, lecture, or as a hand-out for the students:

***Ensuring Exam Success: Predicting Exam Questions***

Even with open-book tests and the best preparation, some students have physical reactions to testing, including nausea, headaches, and blackouts. Such physical reactions may be a result of not knowing how to take an exam.

**Why do you experience test anxiety?**

It is important to realize that a test is not an indication of who you are as a person or a mark of your worth as a human being.

You can reduce test anxiety by trying to predict what types of test questions will be on the exam. Keep a running list of your predicted questions.

Also, if possible, find out:

1. What type of questions will be on the test?
2. How long is the test?
3. Is there a time limit on the test?
4. Is there a study sheet?
5. What is the grade value of the test?

Almost every test question will elicit one of the following three types of responses from you as the test taker:

- **Quick-time response**

Your response is a *quick-time response* when you read a question and know the answer immediately. You may need to read only one key word in the test question to know the correct response. Even if you have a quick-time response, however, always read the entire question before answering. The question may be worded in such a way

that the correct response is not what you originally expected. By reading the entire question before answering, you can avoid losing points to careless error.

- **Lag-time response**

You have a *lag-time response* when you read a question and the answer does not come to you immediately. You may have to read the question several times or even move on to another question before you think of the correct response. Information in another question will sometimes trigger the response you need. Don't get nervous if you have a lag-time response. Once you've begun to answer other questions, you usually begin to remember more, and the response may come to you. You do not have to answer questions in order on most tests.

- **No response**

*No response* is the least desirable situation when you are taking a test. You may read a question two or three times and still have no response. At this point, you should move on to another question to try to find some related information. Even if that does not work out, you have some options:

1. Leave this question until the very end of the test.
2. Make an intelligent guess.
3. Try to eliminate all unreasonable answers by association.
4. Watch for modifiers within the question.

### ***Test-Taking Strategies: Strategies for Matching Questions***

Matching questions frequently involve knowledge of people, dates, places, or vocabulary. When answering matching questions, you should:

- Read the directions carefully.
- Read each column before you answer.
- Determine whether there are an equal number of items in each column.
- Match what you know first.
- Cross off information that is already used.
- Use the process of elimination for answers you might not know.
- Look for logical clues.
- Use the longer statement as a question; use the shorter statement as an answer.

### ***Test-Taking Strategies: Strategies for True–False Questions***

True–false tests ask if a statement is true or not. Although this seems very simple, these can be some of the trickiest questions ever developed.

Some students like them; some hate them. There is a 50/50 chance of answering correctly, but you can use the following strategies to increase your odds on true–false tests:

- Read each statement carefully.
- Watch for key words in each statement, for example, negatives.
- Read each statement for double negatives, such as “not untruthful.”
- Pay attention to words that may indicate that a statement is true, such as “some,” “few,” “many,” and “often.”
- Pay attention to words that may indicate that a statement is false, such as “never,” “all,” “every,” and “only.”
- Remember that if any part of a statement is false, the entire statement is false.
- Answer every question unless there is a penalty for guessing.

***Test-Taking Strategies: Strategies for Multiple-Choice Questions***

A multiple-choice question asks you to choose from among usually two to five choices to complete a sentence.

Some strategies for increasing your success include:

- Read the question and try to answer it before you read the answers.
- Look for similar answers; one of them is usually the correct response.
- Recognize that answers containing **extreme modifiers** are usually wrong.
- Cross off answers that you know are incorrect.
- Read all the options before selecting your answer.
- Recognize that when the answers are all numbers, the highest and lowest numbers are usually incorrect.
- Recognize that a joke is usually wrong.
- The most inclusive answer is often correct.
- The longest answer is often correct.
- If you cannot answer a question, move on to the next one.
- Make an educated guess.
- Answer every question unless there is a penalty for guessing.

***Test-Taking Strategies: Strategies for Short-Answer Questions***

Short-answer questions, or fill-in-the-blanks, ask you to supply the answer yourself. Although “short answer” sounds easy, these questions are often very difficult. They require you to draw from your long-term memory.

The following hints can help you answer this type of question successfully:

- Read each question and be sure that you know what is being asked.
- Be brief in your response.
- Give the same number of answers as there are blanks; for example, \_\_\_\_\_ and \_\_\_\_\_ would require two answers.
- Never assume that the length of the blank has anything to do with the length of the answer.
- Pay close attention to the word immediately preceding the blank; if the word is “an,” give a response that begins with a vowel (a, e, i, o, u).

- Look for key words in the sentence that may trigger a response.

### ***Test-Taking Strategies: Strategies for Essay Questions***

An essay question requires you to supply the information. If you have studied, you will find that once you begin to answer an essay question, your answer will flow easily.

Some tips for answering essay questions include:

- More is not always better; sometimes more is just more. Try to be as concise and informative as possible. An Instructor would rather see one page of excellent material than five pages of fluff.
- Pay close attention to the **action word** used in the question and respond with the appropriate type of answer.
- Write a thesis statement for each answer.
- Outline your thoughts before you begin to write.
- Watch your spelling, grammar, and punctuation.
- Use details where appropriate.
- Answer all parts of the question.
- Summarize your main ideas toward the end of your answer.
- Write neatly.
- Proofread your answer.

### ***Test Taking Strategies for Organizing Materials for an Open-Book Exam***

On an open-book test, your time will be limited, so the key is good organization. You need to be able to quickly find data, quotes, examples, and/or arguments you can use in your answers.

In an open-book exam you are usually evaluated on understanding rather than recall and memorization. You may be expected to

- apply material to new situations
- analyze elements and relationships
- synthesize, or structure
- evaluate using your material as evidence

Before you take an exam or quiz, spend a little time organizing your notes and materials. Make your reference materials as user-friendly as possible so that you don't lose time locating what you need.

Consider:

- Preparing brief, concise notes on ideas and concepts being tested
- Including your own commentary on the information that will provide fuel for your arguments, and demonstrate that you have thought this through


- Familiarizing yourself with the format, layout and structure of your text books and source materials
  - Organizing the other notes you have taken and the assignments you have done in class for speedy retrieval
  - Indexing ideas and concepts with pointers and/or page numbers in the source material. Develop a system of tabs/sticky notes, color coding, concept maps, and so on to mark important summaries, headings, and sections.
  - Writing short, manageable summaries of content for each grouping
  - Listing out data and formulas separately for easy access
- **Personal integrity**

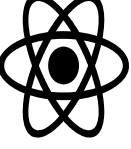




A critical issue related to test-taking is cheating. You can frame the issue more positively as one of “personal integrity” rather than “cheating.” Personal integrity implies personal responsibility, self-governance, and other attributes of a good, independent learner so far covered in this course, rather than focusing on an accusatory-sounding “cheating and plagiarism are wrong” approach.



You can ask students some of the following questions:

- What is your definition of personal integrity?
  - What is your definition of academic integrity?
  - What is your definition of cheating?
  - Is it plagiarism if someone is in hurry and copies and pastes from the ITT Tech Virtual Library a very small section of a text without citing it? If so, what punishment do they deserve?
  - What reasons do people give that justify cheating? Reflect on those. Develop an argument critiquing one of those reasons.
- **Test-taking and personal learning style**

Lead the students through a discussion of the following chart showing strategies for aligning personal learning style with effective test-preparation:

|   | <b>Type of Intelligence</b> | <b>Suggested Strategies</b>   |
|---|-----------------------------|---|
|  | Verbal/                     | Think of and write out questions that may be on a test. Answer the questions and then try rewriting them in a different format. |

|   | Type of Intelligence     | Suggested Strategies   |
|---|--------------------------|--|
|   | Linguistic               | Underline important words in review questions or practice questions.   |
|    | Logical/<br>Mathematical | Make diagrams of review or practice questions.<br><br>Outline the key steps involved in topics on which you may be tested.   |
|    | Bodily/<br>Kinesthetic   | Use your voice to review out loud. Recite concepts, terms and definitions, important lists, dates, and so on.<br><br>Create a sculpture, model, or skit to depict a tough concept that will be on your test.           |
|  | Visual/Spatial           | Create a think link to map out an important topic and its connections to other topics in the material. Study it and redraw it from memory a day before the test.<br><br>Make drawings related to possible test topics. |
|  | Interpersonal            | Develop a study group and encourage each other.<br><br>In your group, come up with as many possible test questions as you can. Ask each other these questions.   |
|  | Intrapersonal            | Brainstorm test questions. Then, come back to them after a break or even a day's time. On your own, take the sample test you developed.  |

|   | Type of Intelligence | Suggested Strategies  |
|---|----------------------|---|
|   |                      | Make time to review in a solitary setting.  |
|  | Musical              | <p>Play music while you read if it does not distract you.</p> <p>Study concepts by reciting them to rhythms you create or to music.</p>                           |
|  | Naturalistic         | Bring your text, lecture notes, and other pertinent information to an outdoor spot that inspires you and helps you to feel confident. Review your material there. |

- **Project start**

Before the students depart class this unit, be sure to go over the Project Overview again. After this unit's lab, Word 3, they will have acquired the skills to create charts. They will be creating a chart for their course project called the Continuous Improvement Chart.

At this point, instruct students to gather their past Project: Apply assignments and start writing the Brief Summaries (see **Appendix A**, Project Overview chart template, column 2).

The Project Overview is provided in **Appendix A**.

## Homework

The following homework is designed to cover the course objectives for this unit.

### Introduction

Open-book tests are a very particular type of assessment. They might at first sound very easy. What could be easier than having the book in front of you during the exam? It's like sanctioned cheating! Nothing could be further from the truth. Open-book exams are about deeper understanding of the material, not simple regurgitation of facts and details; and they can be much harder than closed-book exams.

You may be expected to apply material to new situations, analyze relationships, synthesize material, or evaluate a statement using your material as evidence. On an open-book test, your time will be limited. You need to be able to find data, quotes, examples, and/or arguments *quickly*.

In this unit's assignments, you will be asked to develop a plan for organizing your materials for an open-book test. Though you do not have exams in this course, this is a chance to create your strategy for success before you need it! You can use a well-thought-out plan throughout your college career. The organization skills will also help you in your new career.

### 1. Writing assignment 1: Reflect: Do I have Test Anxiety?

In class, or as homework, free-write for at least 15 minutes on the following questions or prompts:

- What is my personal definition of test anxiety? What "symptoms" do I have?
- If I have never had test anxiety, why is it that I like tests? Does this point to some clues as to what type of learner I am?

### 2. Exercise 1: Assess: Organizational Plan Step 1: Where Am I Now?

As with the other learning plans you have developed in the course, it helps to know where you want to go. How well do you want to do in your courses? Do you want to do well enough just to pass the classes? Do you want to get as much as possible out of your educational investment? It helps to know this to set your plan for studying for tests, which will determine a large part of your grades in other courses. It doesn't take a tremendous amount of time to organize materials for an open-book test, but it does take a fair amount of energy and concentration.

For this simple step, write a paragraph describing how you typically organize your materials for tests. Be specific, including how you would prepare for an open-book test, hypothetically, if you had one tomorrow.



**3. Analysis 1: Plan: Organizational Plan Step 2: Where do I Need to Improve?**

1. Create a chart like the one below using MS Word. List the results of your self-assessment of how you typically prepare for tests under the appropriate heading.
2. List the strategies presented in your text, *Strategies for Learning in a Technical Environment* or in the class discussions for how to improve your organization.
3. What do you need to do that is different?

| My Organization and Test Taking Improvement Plan    |   |   |
|---|---|---|
| How I have typically prepared for tests in the past | Organization skills I need to be more successful on open book tests | How will I organize my materials in the future? |
|   |   |   |

**4. Project 1: Apply: Organizational Plan Step 3: My Action Plan for Test-Taking Success**

Create an action plan for getting to where you want to be by developing specific strategies you can incorporate into your study habits starting today.

Use the study strategies you devised in past units and think about this test-taking strategy comprehensively.

You can choose your own format: PowerPoint presentation, as if you were presenting this strategy at a meeting, or a narrative in a MS Word document, or a chart outlining your strategy in an MS Excel document.

**Delivery of this Unit's Assignments:**

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and the paragraph for the **Exercise**. In addition, attach the chart for the **Analysis** and your deliverables for the **Project**.

Before you submit the assignments, **check it first!**

- Did you list how you typically organize your materials for tests?
- Did you assess your organization skills and write your assessment in the chart?
- Did you create your plan for improvement?

## Labs

### Lab 1: Microsoft Word 3 Tutorial

#### What is the purpose?

This is the third Microsoft Word tutorial lab. You will learn to space, align, and indent text. In addition, you will learn to set tabs, customize bullets and numbers, create an outline, and create headers and footers. You will also learn to use track changes mode, enter comments, accept and reject changes made by others, and compare documents. This is a higher level lab and it may take a little time to learn, but it will come in handy in your future education and career to know how to work in virtual teams using these features.

#### What are the steps?

Go to **TAIT**.

All students should go through this Microsoft Word Tutorial, regardless of level. If you have extra time, you can continue onto more advanced Microsoft Word Projects in either Level 1 or Level 2.

#### **Task 1: Microsoft Word Level 1 Project 5 and parts of Project 6**

##### **Procedure:**

Complete the following lessons for Microsoft Word in the TAIT program.

Microsoft Word Project 5:

Lesson 1: Setting Line and Paragraph Spacing

Lesson 2: Selecting Text Alignment

Lesson 3: Indenting Text

Lesson 4: Customizing Bulleted and Numbered Lists

Lesson 5: Creating an Outline Numbered List

Lesson 7: Clearing, Setting and Modifying Tabs

Microsoft Word Project 6

Lesson 5: Creating Headers and Footers

#### **Task 2: Microsoft Word 3 Exam**

Go through the Microsoft Word tutorial and then take the Microsoft Word 3 exam. If your skills in Microsoft Word are advanced, you can take this test without going through the tutorials for the unit, if you go through at least one other tutorial.

**Did it work?**

- Were you able to complete each of the lessons in the TAIT program?
- Do you feel confident to perform all these tasks in real life

**Lab 2: ITT Technical Institute Program Roadmap: Moving Ahead****What is the purpose?**

This week, you will enrich your understanding of your chosen program of study by delving into career options that can open for you upon graduation. Research is a critical part of the job-searching process you will undertake in a few years. Starting now, it's important for you to understand what opportunities you will have and how you can best prepare yourself. In this Lab, you will use the ITT Tech Virtual Library and your ITT Technical Institute Program Roadmap to discover the possibilities.

**What are the steps?****Task 1:**

Access the ITT Technical Institute Program Roadmap and navigate to the information on your school and chosen major. Refresh your memory on the core areas and skills you will be learning in the course of your study at ITT Tech.

When you have refreshed your memory and have in mind the skills you will need, open the ITT Tech Virtual Library.

Conduct research on the ITT Tech Virtual Library to locate career information related to your field of study.

The following paths will help you to get started on the career research in the ITT Tech Virtual Library:

- ITT Tech Virtual Library > Reference Resources > Careers
- ITT Tech Virtual Library > Program Links > General Education/Technical Basics

**Task 2:**

Open a Word document and save it as "My Career Opportunities.doc."

In the document, list **three** job titles or job opportunities that you may be interested in and that you have found in your research.

Write a paragraph answering each of the following questions:

- a. What are the main functions of each job? Use good formatting skills in Word to clearly display the job you are describing. For example, use Word formatting techniques that you have learned such as **subheads**, **bold**, **italics**, **underlining**, and **lists** that clearly show the skills you are writing about.
- b. What educational and skill requirements are needed in order to perform each job?
- c. Describe how your current field of study will prepare you for each of the three jobs.

**Did it work?**

- Did you demonstrate good understanding of the chosen field of study and the ability to find this again on the ITT Technical Institute Program Roadmap?
- Did you demonstrate good use of the ITT Tech Virtual Library in researching about the job opportunities?
- Did you fully answer all the questions and follow formatting instructions in the Word documents?

**Deliverables and Format:**

Submit your answers in no more than three pages in a Word document, closely following the instructions of the Lab.

Font: Arial; 12 point

Line Spacing: Double

**Facilitation Tip** for the Project: Apply assignment

The following chart will give you some ideas in case the students get stuck. This is not an answer key; student answers will vary.

| My Organization and Test Taking Improvement Plan |                                |  |   |
|--|--------------------------------|--|---|
| My Course Performance Goals                      | My Current Organization Skills | My Plan to Get to Where I Want to Be   | Organization Strategies   |
|  |                                | <p>I commit to taking notes from the reading material.</p> <p>I will make notes off to the side in my text indicating my thoughts, arguments, and insights.</p> <p>I commit to going through all of my text books at the beginning of the course to familiarize myself with them.</p> <p>I will organize my notes and assignments by putting them in one notebook so I can retrieve them easily.</p> <p>I will use sticky notes to create an index of main topics and ideas in my text and my notebook of assignments and notes.</p> <p>I will think of exam questions and write out outlines for answering the main questions that I think will be on the exam.</p> | <p>Prepare brief, concise notes on ideas and concepts being tested</p> <p>Include my own commentary on the information that will provide fuel for my arguments, and demonstrate that I have thought this through</p> <p>Familiarize myself with the format, layout and structure of my text books and source materials</p> <p>Organize the other notes I have taken and the assignments I have done for class for speedy retrieval</p> <p>Index ideas and concepts with pointers and/or page numbers in the source material. Develop a system of tabs/sticky notes, color coding, concept maps, etc. to mark important summaries, headings, sections.</p> |

| My Organization and Test Taking Improvement Plan |                                |                                      |   |
|--|--------------------------------|--------------------------------------|---|
| My Course Performance Goals                      | My Current Organization Skills | My Plan to Get to Where I Want to Be | Organization Strategies   |
|  |                                |                                      | <p>Write short, manageable summaries of content for each grouping</p> <p>List out data and formulas separately for easy access.</p> |

## Summary and Reminders

This unit addressed study habits that students must develop to match their individual learning attributes, which combine applied learning style and dominant intelligence, good time-management, self-control and self-motivation, among other personal habits and self-knowledge. It's important to stress to students that the core concepts in this course come together in developing strategies to succeed in learning.

**Remind** students to look closely at the Project Overview and start to plan their Continuous Improvement charts, which will ultimately be a reflection upon and expansion of their Project: Plan assessments taken every unit. Tell them that starting to think about this Project, due in three weeks, at the end of this course, will benefit them in the end. The project is all about planning, and being proactive is in itself demonstrating an attribute of a good independent learner.

*(End of Unit 8)*



## Unit 9: Think

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### Checklist Before You Start

- ✓ **ALL HOMEWORK ASSIGNMENTS are required. They build toward the Course Project.**
- ✓ **Emphasize the Problem-Solving Method:** Students will be asked to deploy the Problem-Solving Method in this unit's Homework. Covering this thoroughly during theory will give the students a head start.
- ✓ **TAIT:** Ensure students have a high comfort level with TAIT by this time and are on schedule with their test submissions.
- ✓ **Lab Skills Application:** You might ask students to present their critical thinking exercises in a PowerPoint presentation. They will have PowerPoint 2, the upper-level PowerPoint tutorial, this unit in Lab.
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 3: Effectively and efficiently use selected productivity software tools.
  - 3.3: Demonstrate selected skills of Microsoft PowerPoint elements.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  
- 5: Apply critical thinking to solving problems.
  - 5.1: Identify elements of critical thinking.
  - 5.2: Solve problems using critical thinking skills, given a scenario.
  
- 6: Effectively and efficiently use ITT Technical Institute Virtual Library to locate and analyze information and sources.
  - 6.1: Evaluate the validity of information and sources.
  - 6.4: Use the search features in the ITT Tech Virtual Library to find required information.
  
- 8: Apply problem-solving method.
  - 8.1: Identify steps in the problem-solving method.
  - 8.2: Describe obstacles to problem solving.
  - 8.3: Given a scenario, develop a strategy to solve a problem.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 9, “Think” pp. 245–265

## **Key Concepts That Must Be Covered in Class**

The following key concepts must be covered in class in order to achieve the course objectives.

1. Critical thinking
2. Creative thinking
3. Problem-solving using creative thinking

## **Teaching Tips for This Unit**

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students’ learning style.

- **Introduction:**

Critical thinking is one of the most important skills a student of any school, or of life, can build. It constitutes the core of learning at ITT Tech and will come into play in many writing and general education courses to come for the students.

This unit is meant to be an immersion into critical thinking, and perhaps the beginning of an undoing of patterns students may have fallen into in their past school and life experiences.

Suggested in-class dialogue prompts and activities are mentioned ahead to help you facilitate an effective class experience in critical thinking, sort of a short workshop.

**Appendix K** also contains supplementary ideas and materials.

- **Critical Thinking**

***Idea 1:***

In introducing the concept of critical thinking, it’s important to grab the students’ attention and to stress the importance of this skill.

Here is a mnemonic that could be written on the board as the students enter class, and can then be discussed, piece by piece:

- T** Take apart issues and arguments
- H** Hear other perspectives
- I** Identify false logic

- N** Neutralize judgment
- K** Keep out bias
- E** Evaluate sources
- R** Resolve problems

**Idea 2:**

Lead the students through an in-class activity where contentious issues are thought about and discussed. Controversial issues are great entrees to illuminating the need for critical thinking, but classes can also devolve into shouting matches if not facilitated carefully. At the onset of this activity, encourage courtesy and appropriate interaction.

**Step 1: Display or state the following statements and have the students reflect on them:**

## STATEMENT 1

*There is not much we can really do about global warming. In 10 years or so China and India are going to emit as much, if not more, greenhouse gasses than the United States.*

## STATEMENT 2

*In a grim and powerful assessment of the future of the planet, the leading international network of climate scientists, Intergovernmental Panel on Climate Change, has concluded for the first time that global warming is “unequivocal” and that human activity is the main driver, “very likely” causing most of the rise in temperatures since 1950. Their report, released in February 2007, said warming and its harmful consequences could be substantially blunted by prompt action.*

**Step 2: Lead a class discussion or give students quiet time to write answers to the following questions to share with the class:**

1. Who do you imagine the author to be of each statement?
2. How credible do you find the statements?
3. How would someone who agrees with Statement 2 react? What might they say and/or do in response to this statement?
4. How would someone who disagrees with Statement 2 react? What might they say or do in response to this statement?
5. What further information would you like to see, and where could you start looking for it?

**Idea 3:**

Explain to students that there are really six steps for developing critical thinking skills, and discuss each one in depth:

- Restraining emotions
- Looking at things differently
- Analyzing information
- Asking questions
- Solving problems
- Distinguishing facts from opinion

**Idea 4:**

Discuss the levels of thinking, using this chart from the student text:

| Level of Competence      | Skills Demonstrated   |
|--------------------------|---|
| Level 1 or Knowledge     | <ul style="list-style-type: none"> <li>▪ Observation and recall of information</li> <li>▪ Knowledge of dates, events</li> <li>▪ Able to: list, define, tell, describe, identify, show, label, collect, examine, quote, name</li> </ul>  |
| Level 2 or Comprehension | <ul style="list-style-type: none"> <li>▪ Grasp meaning</li> <li>▪ Translate knowledge into new context</li> <li>▪ Interpret facts</li> <li>▪ Predict consequences</li> <li>▪ Able to: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate</li> </ul> |
| Level 3 or Application   | <ul style="list-style-type: none"> <li>▪ Use information</li> <li>▪ Use methods, concepts, theories</li> <li>▪ Solve problems</li> <li>▪ Able to: apply, demonstrate, calculate, solve, complete, relate, discover</li> </ul>   |
| Level 4 or Analysis      | <ul style="list-style-type: none"> <li>▪ See patterns</li> <li>▪ Organize parts</li> <li>▪ Recognize hidden meanings</li> <li>▪ Able to: analyze, separate, order, explain, connect, classify, arrange, divide, compare, infer</li> </ul>   |

| Level of Competence   | Skills Demonstrated  |
|-----------------------|--|
| Level 5 or Synthesis  | <ul style="list-style-type: none"> <li>▪ Use old ideas to create new ones</li> <li>▪ Relate knowledge from several areas</li> <li>▪ Predict</li> <li>▪ Draw conclusions</li> <li>▪ Able to: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate</li> </ul>   |
| Level 6 or Evaluation | <ul style="list-style-type: none"> <li>▪ Compare and discriminate between ideas</li> <li>▪ Assess value of theories, presentations</li> <li>▪ Make choices based on reasoned argument</li> <li>▪ Verify value of evidence</li> <li>▪ Recognize subjectivity</li> <li>▪ Able to: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, discriminate, support, conclude, compare, summarize</li> </ul> |

Also check in **Appendix K** for more in-class activities on critical thinking.

- **Creative Thinking**

The link between critical and creative thinking can be made by discussing imagination's indispensable role in the history of science.

You can discuss the following with the students:

- **Einstein's attitude about imagination and creativity in science:** Einstein, perhaps the most well-known scientist of modern times, gave great credit to the power of imagination. It is rumored that he wrote a single sentence to be read upon his death:

“I do not consider myself to be especially smarter than any other human, but I do have a particularly vivid imagination.”

He also said, “Our only limits are in our imagination.”

- **The origins of scientific thought:** Discuss with students how nearly every scientific discovery has its roots in man's ability to dream and imagine. If they say, “no way, creativity is for art and poetry, not science,” ask students to

consider, “How do you suppose humans became interested in the stars and planets?”

In addition, encourage students to discuss.

**Myth:** Facilitate a discussion about how “wonder” and “awe” first inspired stories or myths to arise about the nature of the universe, which slowly, over time, evolved into scientific inquiry. The impetus for science is wonder, and only creative minds can create stories.

### **Creative thinking for today:**

- Discuss with students how creative thinking will help them in their academic lives and careers. Maybe you can ask them, “Do you value a person who can solve problems? Do you think creativity is involved in problem-solving? Why or why not?”
- Lead them to discuss what is meant by “thinking outside the box,” basically synonymous with “creative thinking.” Discuss why “thinking outside the box” is valued in the business and technology worlds.
- Discuss the term “innovation” and its importance to modern society. You may ask students, “Why do you think innovation is important? What is innovation to you? Can anyone really compete in today’s quickly changing world without the ability to be creative, to innovate?”

### ***Quotes to stimulate discussion along these lines are:***

“Imagination has always had power that science can not match.”– Ingrid Bengis

“Vision is the art of seeing the invisible.”– Jonathan Swift

**Appendix K** also contains supplementary ideas and materials that combine creative and critical thinking.

- **Problem-solving**

The discussions on creative thinking should lead nicely to a discussion on problem-solving, which you might describe to students as:

***Problem-solving = creative thinking + critical thinking, in action***

In the student reading assignment for this unit, they would have encountered the “problem-solving method.” Discuss and expand upon the students understanding of this method. Specifically, make sure the students know these steps:

1. State the problem clearly. What are the facts of the situation? Name the problem specifically, without focusing on causes or effects.
2. Analyze the problem. What is happening that needs to change? What are the causes and effects of the problem?
3. Brainstorm possible solutions. Brainstorming will help you think of similar problems and how you solved them. When brainstorming, generate possible solutions spontaneously and rapidly without immediately analyzing whether those solutions will work. During brainstorming, no idea is a bad idea! The more ideas, the better.
4. Determine the criteria for your solution. How are you going to determine which solution to choose? Are there any constraints, such as time or money that, must be overcome? Establishing criteria that the solution must meet will help you narrow down your choices and pick the best solution for the given situation.
5. Explore each solution. Determine how and why each possible solution would work or not. Evaluate the negative and positive effects of each solution by applying the standards (criteria) that you previously established.
6. Choose and execute the solution you decide is best. Decide how you will put your solution to work.
7. Evaluate the solution. Look at how well your solution worked. What are the positive and negative effects of what you did? Was it a useful solution or not?
8. Continue to refine the solution. Problem solving is a process, and you may need to refine your solution to solve any remaining problems that arise.

## Homework

The following homework is designed to cover the course objectives for this unit.

### 1. Writing assignment 1: Reflect: Do Others Think of Me as a Problem-Solver?

In class, or as homework, free-write for at least 15 minutes on the following questions or prompts:

It's often said, "Don't worry about what others think of you." While this is good advice at times, knowing how others perceive you might be a useful window into who you are.

Think about whether the people who know you would say you are a good problem-solver. If they would say you are a good problem-solver, why do you think this is? What is your history with problem-solving? Have you always been known this way? What traits lead people to believe this about you?

If the answer is, no, you're not perceived as a problem-solver, why? What do you think you need to change about yourself to become a better problem-solver?

### 2. Writing assignment 2: Powerful Problem-Solving

#### **Introduction:**

The purpose of this writing assignment is to determine how to approach several different situations using critical thinking and problem-solving.

#### Task:

Choose one of the following scenarios to evaluate:

- a. Jamie, a full-time student who also works 25 hours a week, is beginning to fall behind in her studies. What can she do?
- b. Jordan is having trouble understanding the content in one of his technical courses. He's reading the textbook, doing the assignments and homework, but it is still confusing. What can he do?
- c. Renee is experiencing a problem with her boss at work. The evaluations she has been receiving do not seem fair. What should this employee do?
- d. Maria is carrying a full course load, working part-time, and trying to raise three children on her own. She can't seem to get to get to her coursework in time to finish it every week. How should she approach this problem?



- e. John is not doing well in his online course. This is the first online course he has taken, and although the material is not very difficult, he cannot seem to motivate himself to get through it. He recognizes education is the key to his future, and this type of program can fit into his already hectic life. What can he do to approach this problem?

Using the problem-solving method presented in the text, apply the following steps in a logical manner to the scenario that you have chosen:

1. State the problem clearly.
2. Analyze the problem.
3. Brainstorm possible solutions with your classmates if they are available out of class, or with family members and friends. You can also free-write on possible solutions by yourself.
4. Determine the criteria for your solution.
5. Explore each solution.
6. Decide on the solution you think is best.
7. Explain how you would evaluate the solution after it is implemented.

**Delivery of this Unit's Assignments:**

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the first **Writing Assignment**. In addition, attach your solution to the critical thinking and problem-solving **Writing Assignment**.

Before you submit the assignments, **check it first!**

- Did you answer all the questions in the free-writing assignment?
- Did you address each element of the problem-solving method and apply it to the scenario you chose?

## Labs

### Lab 1: ITT Tech Virtual Library 2

#### What is the purpose?

To research the ITT Tech Virtual Library and find information about hoaxes that have been going around the Internet in recent years. After you find the information, apply critical and creative thinking to analyze the hoaxes.

#### What are the steps?

- **Task 1**

1. Log onto the ITT Tech Virtual Library and click Learning Guides > Information Literacy > Evaluating the Quality of Information on the Internet. Research the various hoaxes and urban myths that have gone around the Web in recent years. These are accessible through a link further down on the page.
2. Identify one or two of the hoaxes you found most interesting. In a Microsoft Word document, note this information along with the relevant URL.

- **Task 2**

Answer the following questions about the hoaxes you found:

- How, and why, do you think this hoax or myth spread so easily?
- How might a critical thinker have responded to the hoaxes you found most interesting?
- What would make a good Internet source? What would you want to see before you believed that a source on the Internet was credible?

#### Deliverables:

In an MS Word document, write answers to all the questions of this Lab and submit it to the Instructor.

#### Did it work?

- Were you able to find the information about hoaxes on the ITT Tech Virtual Library?
- Were you able to respond to all the questions, applying critical and creative thinking skills to analyze the hoaxes?

## Lab 2: Microsoft PowerPoint 2

### What is the purpose?

This is the second Microsoft PowerPoint tutorial lab in this course. You will learn more advanced elements of Microsoft PowerPoint, such as using AutoContent wizard, using clip art and design templates, and inserting sound clips; all features that will make your presentations more sophisticated.

### What are the steps?

Launch TAIT.

Go through either the following Microsoft PowerPoint tutorials or at least one other Microsoft PowerPoint tutorial. If your Microsoft PowerPoint skills are more advanced than this unit's lessons, consider taking the Microsoft PowerPoint 2 exam and moving onto the next tutorials.

### Task 1: Microsoft PowerPoint Project 3:

#### Procedure:

Complete the following lessons for Microsoft PowerPoint in the TAIT program:

#### Microsoft PowerPoint Project 3

Lesson 1: Use the AutoContent Wizard to Create a Presentation

Lesson 2: Adding, Demoting and Promoting Text

Lesson 3: Selecting, Moving, and Copying Text

Lesson 4: Changing Text Appearance

Lesson 5: Changing Text Alignment

Lesson 6: Adding and Removing Bullets

Lesson 7: Adding and Deleting Slides

#### Microsoft PowerPoint Project 4:

Lesson 1: Applying Design Templates to an Existing Presentation

Lesson 2: Using Color Schemes

Lesson 3: Changing the Slide Background

Lesson 4: Inserting, Resizing, and Moving Clip Art

Lesson 5: Using the Clip Art Task Pane and Modifying a Graphic

Lesson 6: Inserting and Playing an Animation

Lesson 7: Inserting and Playing a Sound Clip

**Task 2: Microsoft PowerPoint 2 Test:**

Go through the Microsoft PowerPoint lessons and then take the Microsoft PowerPoint Exam 2. If your skills in Microsoft PowerPoint are advanced, you can take this test without going through the tutorials for the unit if you go through at least one other tutorial.

**Did it work?**

- Were you able to access each of the lessons in Train and Assess IT program?  
Do you feel confident to perform all these tasks in real life?

## Summary and Reminders

In this unit, students encountered critical and creative thinking and problem-solving techniques. It is essential to strengthen these skills as students proceed in their academic career. Several higher-level courses will focus on critical and creative thinking and problem-solving skills.

**Remind** students that they should be working on their Continuous Improvement charts for the project. If necessary, go over the project overview once more this unit. Students' Continuous Improvement Charts are due Unit 11.

Also remind the students that this unit's assignment, Writing Assignment 2, **does not** contribute to their project. They are not asked this unit to Assess>Plan>Apply, as in previous units. However, they can create a category or section in their Continuous Improvement chart in which to strategize about how to improve their critical and creative thinking skills, if they choose. Explain that critical and creative thinking and problem solving underlie the project itself as they are problem-solving in this overall effort to create a plan to take forward.

*(End of Unit 9)*

## Unit 10: Cooperate

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### Checklist Before You Start

- ✓ **ALL HOMEWORK ASSIGNMENTS are required. This week, students can take time in the Lab to construct their Course Projects, using all of the weeks' Apply assignments.**
- ✓ **Collaborate: Difficult Conversations, an in-class team exercise, is REQUIRED and GRADED this week.**
- ✓ **Project:** Students should be working on their Course Projects this week, bringing all of their Assess>Plan>Apply homework assignments together, reflecting on them, and creating a chart of strategies they will carry forward in their academic careers. Please facilitate any student questions on completing the Course Project this week.
- ✓ A Troubleshooting Guide / FAQ's has been provided for the various applications used in this course: Train & Assess IT (TAIT), the Prentice Hall Self-Assessment Library (SAL), READI and Roadmap. Please refer to **Appendix M** for details.

### Objectives

- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  - 4.3: Describe types of communication.
  - 4.4: Identify stages in team development.
  - 4.5: Apply learning style to collaborating effectively.
  - 4.6: Describe virtual teams.
  - 4.7: Describe how virtual teams may affect future learning and working environments.
  - 4.8: Collaborate to solve a problem using critical thinking and research skills.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 10, "Cooperate" pp. 267–299

### Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Teamwork and team dynamics
2. Virtual teams

## Teaching Tips for This Unit

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students' learning style.

- **Introduction:**

The best way to teach team dynamics is to have students experience them first-hand and reflect upon them. Therefore, a useful way to facilitate this session on teams is to have a mini-workshop.

For an in-class activity, consider the following:

**Title: Collaborate: Difficult Conversations**

**In this class activity, students will have to make a group decision.**

**Part I: Make a Group Decision**

Assign students to teams. Next, ask the student teams to solve the following:

**Scenario:** You're on a cruise when suddenly the ship you're on hits an iceberg. The ship is beginning to sink. All the other lifeboats have left at full capacity. There is one small lifeboat that will only hold six people but there are twelve people left on board. As a team, you will need to discuss the situation and vote to make the final decision about who will leave on the lifeboat.

|  |   |
|--|---|
| A wealthy divorcee   | An infant   |
| A fashion model, aged 24   | A person with a treatable, but serious, cancer                                |
| A college senior majoring in environmental science   | A clergy member   |
| A medical doctor with 10 years of practice, married with 6 children  | A scientist working on the creation of an energy efficient, nonpolluting fuel |
| An accomplished, famous artist   | A college instructor with 15 years of teaching experience                     |
| A mayor of a major city, married with 2 children, who has raised taxes by 5% and cut medical benefits for city employees | A high school athlete touted by his coach as having tremendous potential      |



**Part II: Assess**

After the group reaches a decision, ask the student groups to reflect on their communication. Each member should submit his or her own evaluation answering the following questions:

1. What did the group decide?
2. How did the group perform in making a decision?
3. Did any conflicts arise? If so, how did the members of the group deal with conflict?
4. Why did the group make the decisions it did? Did this involve compromise? If so, how did that occur?
5. What strategies did you use to be a good team member? How could you have been a better team member?

- **Team work and team dynamics**

Once the students have experienced the lifeboat exercise, they are ready to discuss team work and team dynamics. Students have read about team dynamics in this unit's reading assignment. Be sure to discuss:

**Types of teams:**

- Formal
- Special project
- Self-directed

**Team roles:**

- **Task specialist roles:**
  - Initiator: proposing solutions and opinions to team members
  - Information seeker: asking for task-relevant facts
  - Summarizer: pulling ideas together
  - Energizer: stimulating a team into action when motivation dips
- **Socio-emotional roles:**
  - Encourager: praising others; encouraging others' ideas
  - Harmonizer: reconciles the group conflicts; reduces tension
  - Compromiser: compromises opinions to go along with group

**Team development stages:** Forming, storming, norming, and performing

**Conflict resolution:**

Explain to students that interpersonal relationships sometimes involve conflict, and this is no different in the work and school realms.

Ideas for prompting discussions on conflict resolution:

- Ask students to name incidences of conflict in their academic careers so far.
  - With teachers?
  - With other students?
  - How were these conflicts resolved?
- Ask students what strategies they use in personal conflict resolution.
  - Are they more likely to (a) avoid conflict, or (b) bring it on? Discuss both approaches' downsides.
  - Discuss “the middle ground”: reasoned discussions that can help to mitigate conflict, or proactive communication strategies, being clear and honest that help avoid it altogether.

See **Appendix L** for a worksheet to use in facilitating an activity on conflict resolution.

**Team players:**

Use the assessment questions and feedback from the opening pages of Chapter 10 in the student text: *Where are you...at this moment?*

Using this model, facilitate a class activity using the questionnaire and feedback. You can run this in groups or as a whole class.

**• Virtual Teams**

- Discuss the modern phenomenon of “virtual teams,” groups of people who work together who might be on opposite sides of the world. Give the students ideas of how this would work: a team might be composed of a company’s project managers in Philadelphia, working with contractors located in Seattle and Kuala Lumpur, and a development team in Hyderabad, India. Ask students to discuss what this sort of team would have to do to make sure communication channels are clear and open and that roles are clear.
- Open a class discussion on what issues students think virtual team members might face. Then ask, what are the benefits of virtual teams?
- Do students think more, or less, gets done today due to the accessible nature of technologies that “shrink the world?”
- Do the students think they will ever work on a virtual team? Have they done that already? Have students share experiences or expectations accordingly.

## In-Class Assessment

### Team Assignment: Collaborate: Collaborative Team Worksheet

This needs to be turned in before leaving class.

Break students into collaborative working teams of individuals with career interests that are the same, or at least similar.

#### Directions:

Step 1: As a cooperative learning team of four or six, develop five interview questions for a career in which your team is interested.

Step 2: Within your cooperative learning team, break into pairs. Each individual should interview a different person and bring the answers back to share with the group. If there are odd numbers, someone can be interviewed twice.

Step 3: Come back to your cooperative learning team. Discuss how these interviews went. Did they alter your perceptions of the career? How were your interviewees' answers different than you expected, if at all?

#### Delivery of team worksheet:

Before the end of class, each team should turn in a Collaborative: Team Worksheet that reflects on the team's experience in the mock interviews. As a team, the students should answer the following questions on a blank sheet of paper (one team member should act as scribe):

1. Was it easy to come up with interview questions as a team? Why or why not? How did your team overcome any disagreements in which questions to ask?
2. In the individual interview experiences, were there any funny moments, or frustrating ones? Please describe.
3. When you discussed how your answers or your interviewees' answers were different than what you expected, what did you learn?

## Homework

The following homework is designed to cover the course objectives for this unit.

### 1. Writing assignment 1: Reflect: Am I a Team Player?

In class, or as homework, free-write for at least 15 minutes on the following questions or prompts:

- Am I considered a team player? Why or why not?
- How do I handle conflict?
- What can I do to become a better team player?

### 2. Exercise 1: Assess: Teamwork Skills Improvement Plan Step 1

#### Introduction:

In today's world, it is very likely that, no matter what your job, you will work in several teams in your career. You've had some group work in this class already and have probably been in several other groups in your lifetime. What kind of team player are you? Do you support others? Are you competitive? Do you like to work in groups? Being a good team member is critical to your future academic and career success. The purpose of this assignment is to develop a plan of action for being a better team member.

#### Tasks

Take the following assessments in the Prentice Hall Self-Assessment.

To re-visit SAL: Go to <http://www.prenhall.com/sal>. Click on Log in to Self-Assessment Library. Follow the prompts under the **Returning Users** section by entering your personal login name and password to return to your SAL assessments.

After entering the SAL, go to Assessments drop-down menu:

- Choose Working With Others > Communication Skills
  - What's My Face-to-Face Communication Style?
- Choose Working With Others > Power and Conflict Skills
  - What's My Negotiating Style?
  - What's My Preferred Conflict-Handling Style?
- Choose Life in Organizations > Organization Structure
  - How Good Am I at Giving Performance Feedback?

Take the four assessments, and then **Print** your reports.

### 3. Analysis 1: Plan: Teamwork Skills Improvement Plan Step 2

- A. Create a chart like the one below, using Word. List the results of the assessments in the left hand column.
- B. In each of these areas, take a few minutes to reflect on what skills an effective team play might have. How might they respond to negotiation? Conflict? People with different learning styles? You saw some ideas for successful team players in the results of the assessments you took. Do you have other ideas based on what you have read or learned in this unit? You can specify those here.

| MY TEAMWORK SKILLS IMPROVEMENT PLAN           |                         |                                  |                                      |
|---|-------------------------|----------------------------------|--------------------------------------|
| Assessment                                    | Assessment of My Skills | Skills of Effective Team Players | My Plan to Get to Where I Want to Be |
| What's my communication style?                |                         |                                  |                                      |
| What's my negotiating style?                  |                         |                                  |                                      |
| How good am I at giving performance feedback? |                         |                                  |                                      |
| What's my preferred conflict-handling style?  |                         |                                  |                                      |

**4. Project 1: Apply: Teamwork Skills Improvement Plan Step 3**

Evaluate the areas in which you can improve. Present at least two specific strategies for dealing with others in each of the assessment categories in the chart.

**Delivery of this Unit's Assignments:**

Use Arial 12 point font, non-bold, double-spaced with spaces between questions or paragraphs.

Attach your reflection from the **Writing Assignment** and your assessment reports for the **Exercise**. In addition, attach the chart for the **Analysis** and your deliverable for the **Project**.

Before you submit the assignments, **check it first!**

- Did you assess your team skills and put the assessment in the chart?
- Did you create your plan for improvement?

**Labs****Lab 1: Course Project: Time to Work on Course Project: Continuous Improvement Chart**

Using your Word chart-creating skills, continue finishing your Continuous Improvement Chart. This Lab affords you time to ask your Instructor questions about your Project and to receive any assistance you require.

See your Project Overview for specific instructions.

\*\*In this unit's lab time, you might also have the students complete their Student Surveys on the Student Portal, if they have not already done so.

**Student Surveys**

- Where: Click on Student surveys from the ITT Tech Student Portal
- What: Student surveys are online questionnaires that allow you the opportunity to provide feedback on courses, instructors, and facilities that will help the ITT- Tech faculty and staff improve education and services for you and future students. You will receive email notification in your ITT-Tech Student email inbox, when a survey opens.

## Summary and Reminders

This unit, students encountered teams and technology, in the lab. Teamwork will be incorporated into a majority of their future ITT Tech courses, so facing up to issues related to participating and cooperating is important to them now.

**Remind** students to **finish** their Projects. They are due next class meeting, and they will be asked to do informal presentations of them to their peers.

*(End of Unit 10)*



## Unit 11: Adapt

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### Objectives

- 1: Describe technological trends of a global information society that will impact lifelong learning.
  - 1.2: Define online learning.
  - 1.3: Describe techniques for adapting personal learning style to online learning and learning with technology.
  
- 4: Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1: Participate effectively in class discussions and projects.
  
- 7: Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.

### Readings

*Strategies: Building on Your Best for Career Success*

- Part 1, Chapter 11, “Adapt” pp. 301–320

### Key Concepts That Must Be Covered in Class

The following key concepts must be covered in class in order to achieve the course objectives.

1. Learning online
2. Technology in learning
3. Personal mission statements
4. Course summary
5. Informal course project presentations

## Teaching Tips for This Unit

The teaching tips are provided for your reference. Please choose carefully according to your teaching style and students' learning style.

### Introduction:

This last class meeting, conduct a discussion about other possible learning paths the students might take, including taking online classes, at ITT Tech and elsewhere. Summarize the course for the students and take questions and comments from students on their experiences in this course. Facilitate a short amount of class time where the students write personal mission statements.

If possible, time should be allotted for informal presentations of students' Continuous Improvement Charts, the course project.

There is no lab this unit.

- **Learning online**

Discuss in class how online learning is proliferating. Explain that students might opt in the future to take ITT Tech classes online, and that undoubtedly their careers will offer continuing education and training online.

- **Technology in learning**

Describe the following to the students:

- Learning management systems
- Interactive learning programs, such as games, online learning labs, and so on.
- e-books
- Virtual libraries and other ways to research online

Discuss with the students how these technologies change the very face of learning. What do these mean to them?

Ask students if they have already experienced any online learning and how it was for them. Was it more difficult? Easier? If students have not had any experience, discuss what their expectations of online learning would be.

- If they respond that it would be much more convenient and easy, since they could literally go to school on their own time, open a discussion about what the pitfalls to this could be. If there is no scheduled class time, how important is effective, personal time-management? Why could online learning be harder than traditional, classroom learning?

- Ask for a show of hands of people who consider themselves intrapersonal learners. Ask them, what challenges could you see in online learning? (Prompts: isolated environment, unstructured time.)
- Ask for a show of hands of people who consider themselves visual learners. What are the pros and cons of online learning for them?
- Ask for a show of hands of verbal-linguistic learners. Pros and cons?
- Do the same for the other learning styles: auditory, kinesthetic.
- This discussion should lead students to see that online learning holds some positives and some possible pitfalls for learners.

Tie the other themes of the course to online learning, explaining that the attributes of a good independent learner are even more important to online learning.

Self-motivation, self-discipline, time-management, persistence, and knowing and adapting one's learning style and dominant intelligence to succeed are all doubly important when it comes to online learning.

- **Personal mission statements**

Switch tones and return to the soft aspect of this course: personal motivation. Take 20 minutes or however long you see fit to reflect on the students' experiences in this course. What did they learn about themselves? How have they changed over the course of 11 weeks?

Ask them to write a Personal Mission Statement: a one or two paragraph statement that conveys their central goal, and their main strategy for achieving it.

**Guidelines for facilitating the writing of personal mission statements:**

Here is a format you can provide students if they struggle with writing personal mission statements. Tell them the first sentence is modifiable. These statements should be entirely personal.

*“I have arrived at this point in my life as a result of conscious choice, to continue my education and expand my career horizons. My main goal is \_\_\_\_\_. I plan to achieve this goal by \_\_\_\_\_.”*

- **Informal course project presentations**

Students were to turn in their Continuous Improvement charts to you today. Allot time in class for the students to break into small groups or give informal presentations of their charts to the whole class, whichever method best suits your class.

Tell students these presentations are only opportunities for them to share their work and benefit from hearing about others' experiences and strategies that might enlighten them. They are not graded on the presentations themselves.

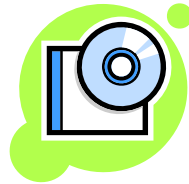
## Summary

This unit was the last class meeting! Try to send students off on a positive note and encourage them to contact you about their projects, and to stay in touch with their classmates from this first ITT Tech class, since they are all embarking on the journey at the same time.

*(End of Unit 11)*

# Appendix A—Projects

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## Project: Continuous Improvement

### Purpose:

- Show how all parts fit together toward helping you become an effective and efficient student and a lifelong independent learner.
- Apply the project's parts to a future strategy for success.

### Deliverables, Requirements and Timeline

1. **Project: *Apply* assignments Units 1-10:** In nearly every unit, you will complete self-assessments (Exercises), do Analysis: Plan assignments that interpret your assessment results, and then complete Project: Apply assignments. These will bring the concepts together and help you see a short-term strategy for success in this area. The Apply assignments will become the parts of your Final Project, so all Apply steps are called Project: Apply.
2. **Unit 8:** You will start to complete a Continuous Improvement chart, which will bring together all Project: Apply elements into a longer-term look at how to succeed in various elements of learning, from: identifying and applying your personal values and motivation, to time-management, to maximizing your learning style, to developing techniques overall that will make you a lifelong independent learner who succeeds.
3. **Unit 10 Lab:** In this Lab, you will have the opportunity to fine-tune your Continuous Improvement Chart using all of the skills you've learned in Labs on Microsoft productivity tools.

**NOTE: If your Lab session precedes your class meeting for Unit 10, be sure to complete Unit 10's Project: Apply assignment as the first thing in the lab.**

**Task 1:** Complete your Continuous Improvement Chart

| <b>Area</b>            | <b>Assessment Title</b>   | <b>Brief Summary of Apply Step</b> | <b>Continuing Challenges in this Area (List)</b> | <b>Brief Statement of Strategy</b> |
|------------------------|---|------------------------------------|--|------------------------------------|
| <b>Change</b>          | Apply: Your Story of Change   |                                    |  |                                    |
| <b>Persist</b>         | Apply: Persist and Succeed!   |                                    |  |                                    |
| <b>Learn</b>           | Apply: Visualize your Best Self   |                                    |  |                                    |
| <b>Prioritize</b>      | Apply: Time is Not MY Enemy!<br>A Personal Schedule Framework             |                                    |  |                                    |
| <b>Read and Record</b> | Apply: Choose your Assignment for Reading Comprehension Improvement       |                                    |  |                                    |
| <b>Respond</b>         | Apply: Write, and Rewrite, and Rewrite, and Proofread                     |                                    |  |                                    |
| <b>Remember</b>        | Apply: My Study Strategy for Success                                      |                                    |  |                                    |
| <b>Assess</b>          | Apply: Organizational Plan Step 3: My Action Plan for Test-Taking Success |                                    |  |                                    |
| <b>Cooperate</b>       | Apply: Teamwork Skills Improvement Plan                                   |                                    |  |                                    |

**Explanation of Column Headings:**

**Assessment Title**

These are simply the titles of the **Project: Apply** assignments you have completed throughout this course. They are listed already for you in the sample chart.

**Brief Summary of Apply Step**

In this summary, write briefly about what you found out about yourself when you completed the assignments. These summaries should reflect where you were.

**Continuing Challenges in this Area (List)**

In this column, list the challenges you still see for yourself in the area.

**Brief Statement of Strategy**

In this column, or in a separate document if you prefer, lay out concrete steps you plan to take to overcome skills or attribute gaps, or ways in which you plan to continue to improve in this area.

**Sample Responses: Some sample replies are provided to guide you.**

| Area    | Assessment Title                       | Brief Summary of Apply Step  | Continuing Challenges in this Area (List)             | Brief Statement of Strategy  |
|---------|--|--|---|--|
| Change  | <b>Apply: Your Story of Change</b>     | <i>In this assignment, I related my experience of change in deciding to enroll in college. I told about how I came to decide, and shared some challenges I have had in my past academic life. I related how watching my son grow up has caused me to want to change to improve his life.</i> | Attention span<br>Self-motivation<br>Self-confidence  | I plan to continue to review my Story of change as a diary of sorts through my career. I think I might find this useful, if sometimes humorous, to see where I <i>was</i> when I started. It could improve my self-confidence to see that I CAN change.                            |
| Persist | <b>Apply: Persist and Succeed!</b>     | <i>In the self-assessments, I found out my three primary motivators and three primary needs. I am motivated by the need for change, power, and affiliation. I discovered that I like praise and recognition and actively seek them.</i>  | Channeling my need for praise/dealing with criticism. | I am now self-aware, and this helps. I plan to continue to seek mentoring from faculty and interaction with my classmates. I plan to continue to work on my fear of criticism by becoming more open to it and by clearly laying out for my reviewers what kind of feedback I need. |
| Learn   | <b>Apply: Visualize your Best Self</b> | I found in the learning style assessments that I am primarily a visual learner.  | Verbal-linguistic skills                              | Since I now know that I have some dominant intelligences and a learning style that predispose me to certain  |

| Area                   | Assessment Title | Brief Summary of Apply Step | Continuing Challenges in this Area (List) | Brief Statement of Strategy   |
|------------------------|------------------|-----------------------------|---|---|
|                        |                  |                             |   | types of learning, I am going to seek those out. Whenever possible, I will use charts and graphs to study, or create charts and graphs to learn content. At the same time, I plan to try to read more to improve my verbal-linguistic skills. |
| <b>Prioritize</b>      |                  |                             |   |   |
| <b>Read and Record</b> |                  |                             |   |   |
| <b>Respond</b>         |                  |                             |   |   |
| <b>Remember</b>        |                  |                             |   |   |
| <b>Assess</b>          |                  |                             |   |   |
| <b>Cooperate</b>       |                  |                             |   |   |



# Appendix B—Student Peer Evaluation Form



To maximize your teamwork experience, each team member is required to complete this Student Peer Evaluation Form. Complete this form after [project title/assignment] and submit it to your instructor along with the team’s [project/assignment] documentation. Information on this sheet will be used as part of the criteria to award [#%] of the total grade for each student—including you—who participated in the [project/assignment].

Areas for evaluation will be:

- Each of other team members’ participation in this project
- Each of other team members’ organizational contributions
- Each of other team members’ interpersonal communication performance
- Each of other team members’ content contributions
- Self evaluation on the above 4 areas

1. On the scale of 1–5, where 1 means “poor” and 5 means “excellent,” how do you view your team members’ and your own participation in this project or assignment?

|              |   |   |   |   |   |
|--------------|---|---|---|---|---|
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Myself _____ | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |

2. On the scale of 1–5, where 1 means “poor” and 5 means “excellent,” how do you view your team members’ and your own organizational contributions to this project or assignment?

|            |   |   |   |   |   |
|------------|---|---|---|---|---|
| Name _____ | 1 | 2 | 3 | 4 | 5 |
|------------|---|---|---|---|---|

|              |   |   |   |   |   |
|--------------|---|---|---|---|---|
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Myself _____ | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |

3. On the scale of 1–5, where 1 means “poor” and 5 means “excellent,” how do you view your team members’ and your own interpersonal communication performance in this project or assignment?

|              |   |   |   |   |   |
|--------------|---|---|---|---|---|
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Myself _____ | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |

4. On the scale of 1–5, where 1 means “poor” and 5 means “excellent,” how do you view your team members’ and your own content contributions to this project or assignment?

|              |   |   |   |   |   |
|--------------|---|---|---|---|---|
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |

Appendix B—Student Peer Evaluation Form

|              |   |   |   |   |   |
|--------------|---|---|---|---|---|
| Name _____   | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |
| Myself _____ | 1 | 2 | 3 | 4 | 5 |
| (Print Name) |   |   |   |   |   |

*(Please use additional paper to include more team members. Please use the same scale for evaluation.)*

5. Please write down any comments you have for this project or assignment (on team performance, learning experience, etc.). Please use additional paper if necessary.

## **Appendix C1—Selling the Course and Mitigating Student Problems**

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The Appendices of this course contain some material from the Instructor’s Manual of a popular student success book that inspired and formed the basis of the text for this course.

On the first day of class, it’s essential that you “connect” with your students, and inspire them to feel excited about the next 11 weeks of their lives.

Regardless of how much you love the course and see the benefits, some students will not like the course, the text, the class, or you. Below we have tried to provide you with blueprints for dealing with several difficult situations.

### **Students Are Required to Take the Class and Do Not Want to Take It**

This is a common problem at some colleges, especially if no credit is awarded or if the course does not count toward graduation.

#### **Hints**

- Be energetic about the course
- Sell the benefits of the course
- Show how course is useful to all classes
- Make the material exciting and beneficial
- Bring in speakers and videos, take field trips
- Talk to the students on an individual basis
- Let students work in groups, get them involved

### **Students Are Not Coming to Class**

Some students will feel as if the class is a waste of time and will treat it as such unless you begin with a stern hand. Assure them that you take roll and count absences.

#### **Hints**

- Stick to your attendance policy
- Make the class enjoyable to attend
- Warn students when they are within one cut of “F”
- Call students at home when they are not present
- Provide monthly attendance reports to students

### **Students Do Not Read the Text**

Some students will feel that the text is not important to the class. Many times this happens when exercises are used that are not found in the text.

### **Hints**

- Use materials daily from the text or journal
- Give pop quizzes
- Open each class with chapter discussions
- Have a student summarize the chapter each day
- Have students write a paragraph about what they learned from the chapter

### **Students Do Not Complete Journal Entries**

Some students will see the journal entry as meaningless or “busy work.” This may be avoided by assigning topics of interest to the student and using the journal in class.

### **Hints**

- Have someone share his or her journal daily
- When the journal is given to you for response, be honest and open with the student
- Grade the number of entries in the journal weekly
- Let students have "free" responses in which they can write on a topic of their choice

### **Students Do Not Do Homework**

This course does not necessarily lend itself to a great deal of homework, but your assignments are important for students.

### **Hints**

- Grade the homework assignments
- Open class with a discussion of the assignment
- Have students do homework projects in groups
- Give exciting and relevant homework projects

### **Students are Failing**

Regardless of how hard you try, you are going to have a few students who might fail your course. This can be devastating to you and the student.

### **Hints**

- Keep a close eye on grades of all students
- Talk with students who do poorly from the start
- Notify students at mid-term of their average
- Encourage peer tutoring, maybe even in class
- Refer students to the writing, reading, and math centers on campus
- Refer students to the campus academic intervention office if available

### **Students Talk to Each Other During the Class**

Few things are more annoying than the sounds of chit-chat in the back of the room.

#### **Hints**

- If you hear students talking, be silent for a moment; this usually causes them to be silent
- Look directly at those students talking
  - Physically move toward them
  - Ask them to change seats
  - Ask them to share their conversation
  - Ask them to leave (a last resort)
  - Speak with them individually and ask them to help you with this situation

### **Students Do Not Participate**

One exercise that can be tried is called Mini-Varsity. This is where students actually teach the class. Let them choose a topic on which they are experts and present this information to the class. Some will be horrified. Some students will welcome the opportunity. It is great for getting them involved.

#### **Hints**

- Relate the topic to what is happening in their lives
- Be up to date with your discussions
- Ask the student direct questions
- Let quiet students and talkative students work together
- Let them talk about what **THEY** want to discuss
- Be honest and frank with them. Let them know that you are open to talk about any topic

### **Students Complain About the Grading Scale or Policy**

Students usually take their grading seriously. Sometimes, if the course is not counting toward graduation, they have a hard time seeing why grades are distributed.

#### **Hints**

- Vary your grading system
- Don't grade everything
- Explain the importance of grades
- At first, grade projects at which you know the student will be successful. If they see success early, they tend to overcome the fear of being graded

By the end of this course, they might gain enhanced academic, career, and life skills.

They can also gain:

- The ability to deal with change
- An understanding of individual learning styles
- Skills to develop motivation and set goals
- The ability to increase self-esteem
- An appreciation of diversity
- Higher grades
- The ability to manage time and priorities
- Skills to become a more active listener
- Skills to enhance note taking
- Inquiry and questioning skills
- A variety of studying techniques
- The ability to reduce test anxiety
- Skills to develop positive relationships
- The ability to reduce stress in most situations
- An insight into co- and extracurricular activities
- An understanding of career decisions
- Communication and speaking skills
- Money management skills
- An understanding of community and campus resources
- The ability to develop support groups
- A greater understanding of learning resources
- Skills to develop creativity across the curriculum
- A greater appreciation of higher education's purpose in the workforce and society
- A greater connection to the institution

## Appendix C2—Facilitating In-Class Discussions

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One of the most important aspects of developing this course and building each lecture is classroom discussion. Students enjoy the class more, learn at an accelerated rate, become more involved in the class, and think more critically when the professor uses a variety of discussion techniques. This section is included to help you develop discussions in your classroom.

There are five major objectives for using classroom discussion:

**1. Discussion helps teach course content.** Discussion is probably not an effective tool for presenting information that is new to the students. Discussion is valuable, however, when you are assisting the students in processing the information, clarifying the content, building relationships, and furthering understanding of the material.

**2. Discussion builds thinking skills.** Discussion is most useful in teaching students to process or relate to the material. Discussion can assist the students in thinking about the topic before they speak. They will be able to hear what other students think about the topic and decide where they stand as well.

**3. Discussion reveals student attitudes.** Discussion can pinpoint students' attitudes, values, and beliefs. Whether the student actually vocally participates in the discussion, the questions posed will usually elicit a response, verbally or mentally, from the students. Whether they answer the question, "Do you or do you not feel that abortion should remain legal?" verbally or not, they will begin to consider the issue.

**4. Discussion increases student involvement.** An active classroom discussion can move a student from a passive to an active attitude. It seems as if students pay attention for great amounts of time when the subject and speaker shift often. Discussion lends itself to this type of classroom dynamic. Again, even if some students do not enter the conversation, they will be thinking about what they might say. Usually, if the questions are posed in an emotional or personal manner, the student will respond.

**5. Discussion encourages interpersonal rapport.** It has been proven that students want to work for professors who value their opinions and ideas and encourage them to be independent. An Instructor who asks for students' opinions communicates that he or she cares about the students' reactions. Discussion can increase the value of the student-teacher relationship as well as student-student relationships.

\*Above adapted from Lowman, Joseph. *Mastering the Techniques of Teaching*. 2<sup>nd</sup> Edition. (Jossey-Bass Publishers. San Francisco, 2000)



## **Guidelines for Handling In-class Discussions**

Classroom discussion can be the best of times or the worst of times for the students and the professor. It is still a mystery why some classes have wonderful, thought-provoking discussions while other classes sit in silence. The dynamics and personality of each class play a part in the effectiveness of the discussion, but tips for handling and facilitating classroom discussions can help you improve any class's interactions. Some of these strategies follow.

- 1. Personalize the questions to get the discussion started.** Instead of asking, "What is Romanticism?" it is better to ask, "Are you a romantic?"
- 2. Refrain from personal reactions or criticism.** Instead, jot down notes and make your interjections at the end of the discussion. If you criticize or reveal your personal side too early, you will shut out those students who hold an opinion different from yours.
- 3. Avoid semantic tangles.** Let the students talk and see if they can work out the "language" themselves.
- 4. Deal with individuals who block discussion.** Here are three ways to move the discussion forward even if someone wants to block it: (a) put questions off and suggest that they be answered later; (b) bluntly rule out quibbles as less than crucial and offer a temporary resolution or a working definition to set the matter at issue aside and move on; and (c) if the quibble is between two people, step in as the referee and move the discussion away from the quibblers.
- 5. Use reference materials.** When you are planning a discussion, it is good to have reference materials at hand such as the text, maps, overheads, charts, graphs, and physical objects to keep the students on task and show them where they have moved or not moved.
- 6. Break the subject into parts, consolidate, clarify, and move along.** You can be blunt, forceful, yet tactful. Being shocked, outraged, struck dumb, or bowled over is a legitimate response. So is humor, praise, or astonishment. Use all the resources you have.
- 7. Clarify what the discussion is trying to achieve.** If the outcome is open-ended, it is better to inform your students at the beginning rather than disappoint participants who are looking for firm answers. If there is a time limit, let them know at the beginning.
- 8. Hold back and shrewdly observe.** Let the students conduct the discussion. Participate only when needed to check digressions, clarify positions, and give a sense of progress.

**9. Constructively, but unobtrusively, try to shape the discussion as it moves along.**

Anticipate the end well before the discussion gets there so that some kind of conclusion can be achieved.

**10. Open discussion when the teacher is not present can have some value.** This type of discussion may lend itself to a more open and honest discussion of the topic. A tape recorder can capture the discussion and give the teacher guidance for future class work.

\*Above adapted from Eble, Kenneth. *The Craft of Teaching*. 2<sup>nd</sup> Edition. (DC Jossey-Bass Publishers, San Francisco, 1994.)

### **Preparing for Effective Discussions**

#### **Before Class**

- Have a goal. What is the end result you desire from the discussion?
- Set the rules for the discussion and adhere to them throughout the discussion.
- Arrange the class in a physical design to promote interaction. Try using a circle or “U” shape design so that students can see each other and the AV being used (if any).
- Give students an idea of the discussion’s topic and have them prepare through research, reading, and questioning.
- Pose a few controversial questions for students to consider the day before the discussion. This generates interest and promotes engagement.
- Have students submit at least one question that they would like to hear discussed on the topic.
- Assign specific readings related to the topic. You might even consider having them watch a movie, a TV show, or listen to a song that relates to the topic at hand.

**During Class**

- Consider dividing the class into “sides” to ensure that pro and con aspects of the discussion are covered.
- Strive to have only one discussion topic at a time. If other topics creep in, make a note and come back to them.
- Personalize the questions.
- During the discussion, if questions arise, let students grapple with and figure out the answers. Refrain from “saving them.” Hold back and observe.
- Strive to remain objective and non-judgmental during the discussion. Just one indication that you think their comments or questions are ignorant, irrelevant, or silly will abort most participation. Refrain from personal reactions.
- Work to keep overly talkative students in check and work to help silent students contribute.
- Avoid semantics unless they change the course of the discussion.

**Classroom Discussion Worksheet**

\*Below adapted from *Learning to Teach, The Skillful Teacher, and Essential Skills for College Teaching*.

Topic of Discussion \_\_\_\_\_  
\_\_\_\_\_

Goal of the Discussion \_\_\_\_\_  
\_\_\_\_\_

Materials / References / Readings Needed by Students \_\_\_\_\_  
\_\_\_\_\_

Arrangement of Classroom \_\_\_\_\_

Opening Questions by the Facilitator \_\_\_\_\_  
\_\_\_\_\_

Knowledge Question \_\_\_\_\_  
\_\_\_\_\_

Comprehension Question \_\_\_\_\_  
\_\_\_\_\_

Application Question \_\_\_\_\_

---

Analysis Question \_\_\_\_\_

---

Synthesis Question \_\_\_\_\_

---

Evaluation Question \_\_\_\_\_

Assessment Tools Used to Measure Success of Discussion

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# Appendix C3—Participation Rubric

## FOR INSTRUCTOR USE ONLY

This Rubric has been provided for your convenience only. Consider sharing “Valuable Performance” column with students.

| Category                                      | Drifting  | Moving in the Right Direction  | Valuable Performance   | Our Goal (with due allowance for finitude)   |
|---|---|--|--|--|
| <b>Contribution to the Learning Community</b> | Does not make effort to participate in learning community as it develops; seems indifferent | Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group | Often presents reflections that become central to the group's discussion; interacts freely and encourages others | Consistently presents creative reflections on topic; aware of needs of community; frequently prompts further discussion of topic   |
| <b>Relevance of Inputs</b>                    | Provides inputs which do not relate to the discussion content; makes irrelevant remarks     | Occasionally provides inputs off topic; most inputs offer no further insight into the topic                | Inputs are related to discussion topic; makes some connections with readings                                     | Inputs consistently are related to discussion topic; brings readings into discussion; cites additional references related to topic |
| <b>Expression Within the Input</b>            | Does not express opinions or ideas clearly; no connection to topic                          | Unclear connection to topic evidenced in minimal expression of opinions or ideas                           | Opinions and ideas are stated clearly with occasional lack of connection to topic                                | Expresses opinions and ideas in a clear and concise manner with obvious connection to topic  |

Adapted from “If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions” by Susan Edelman and Jason Edward

## Appendix C4—Strategies for Change Class Activities

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### The Envelope

**Explanation:** This activity is quite simple, but there is great success with the results. It simply allows the students to look backwards at the end of the semester in order to see the changes that have taken place in a few short months.

**Procedure:** On the first day of class, have the students write a one- or two-page paper about “who they are” at this moment. Ask them to include their thoughts on social, religious, academic, and emotional issues. Inform them that no one, not even you, will ever read the paper. Assure them that they are the only ones who will ever see the content. You will never see or read the paper.

After they have written their papers, give them letter-sized envelopes and have them seal their letters in them. Have them write their names over the flap. Take the envelopes and keep them in a safe place in your office. Eventually, the students will forget about the envelopes, but you will return them to them on the last day of class, Unit 11.

Have them open their envelopes and write a final journal entry about what they feel has changed in their lives since the first day of classes. You might want to have them discuss what they had written earlier and the difference now. If they do not want to discuss this, don't force the issue.

**The following exercises are great for assisting the students in seeing how much they change in a short period of time.**

**“Attacking” the Class, and What Would Make You Leave / What Would Make You Stay/20 Things I Can Do**  
(Worksheets follow this explanation.)

**Explanation:** These activities are intended to give you and your students a chance to have an open, frank discussion about the fears of upcoming classes AND how to plan for success in each class. By using them as a group activity or as a discussion tool, you and your class can build a powerful list of strategies to combat fear and plan for success.

**Procedure:** On the first day or two of class, have the students get together in groups. Allow them time to brainstorm so that they can develop a list of strategies for success.



# **"ATTACKING" The Class**



**What is the class you “dread” or fear the most this semester?**

**Why?**

**So... what do you plan to do about it?**

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

**WHAT WOULD MAKE YOU LEAVE?**

In the space below, list the things that you feel would make you leave this institution.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Choose one from above. WHAT are you going to do about it?**

---

---

In the space below, list the things that you feel would make you stay at this institution.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Choose one from above. WHAT are you going to do about it?**

---

---



# 20 Things I Can Do The First Week of Class

The first few steps we take in any adventure can mean the difference between success or failure. Below, brainstorm with your group and come up with 25 things you can do the first week of class to get the quarter or semester off to a successful start.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## **Cultural Adjustments**

**Explanation:** This is an excellent springboard to begin discussions about the difference between the culture of a student’s “home” and the culture of the institution. This activity can lead to a healthy discussion on what changes may have to occur for success to take place.

**Procedure:** Give each student the Cultural Difference Worksheet (next page of this appendix). Have them list some of the cultural aspects of his or her life at home. Then, as a class, you can discuss how those cultures or behaviors may have to change to come into alignment with the culture of the institution.

# Cultural Adjustment

## Origin to Institution

There is a quote from research that says, *“Students who leave college in the first quarter, semester, or year, never really arrived in the first place. They never made the adjustment from ‘culture of origin’ to ‘culture of institution.’”*

In the columns below, list the things that you know about the culture of your home and later, the class will discuss the culture of the institution and what may need to change.

| Culture at My Home | Culture at My Institution |
|--------------------|---------------------------|
|                    |                           |
|                    |                           |
|                    |                           |
|                    |                           |
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## Appendix D1—Motivational Activities

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The following activities and worksheets are ideas for teaching the concept of motivation to students WHILE motivating them:

### WHAT MOTIVATES YOU?

**Explanation:** This activity can help you begin a discussion on the factors that motivate us to work, achieve, succeed, or simply get out of bed in the morning. This might also be a great place to introduce Maslow’s Hierarchy of Basic Needs and how those needs motivate us as well.

**Procedure:** Give every student the “*What Motivates You?*” Worksheet, (next page of this appendix). Have them take a moment to examine the list. Then, you can do one of two things. You can have them check off the items that motivate them, or you can have them rank order the items from the most important motivator to the least.

At this point, you can have people volunteer to talk about their most important motivator and/or have them get into small groups and discuss with each other their most important motivational factors. Have them address such issues as:

- Why is this a motivational force in your life?
- What would you do if you lost this motivational force?
- How does this motivate you?
- What are you least motivated by? Why?

## What Motivates You?

**Directions:** Below, you will find a list of items that may be motivational to us. Place a check beside the items that you consider important to your motivation. If your top motivators are not on the list, add them at the bottom.

- \_\_\_\_\_ Safety
- \_\_\_\_\_ Love
- \_\_\_\_\_ Friendship
- \_\_\_\_\_ Control
- \_\_\_\_\_ Money
- \_\_\_\_\_ Power
- \_\_\_\_\_ Courage
- \_\_\_\_\_ Independence
- \_\_\_\_\_ Your family
- \_\_\_\_\_ Your friends
- \_\_\_\_\_ Your self
- \_\_\_\_\_ Success
- \_\_\_\_\_ Fun and enjoyment
- \_\_\_\_\_ Comfort
- \_\_\_\_\_ Knowledge
- \_\_\_\_\_ Religion/spirituality
- \_\_\_\_\_ *Other*

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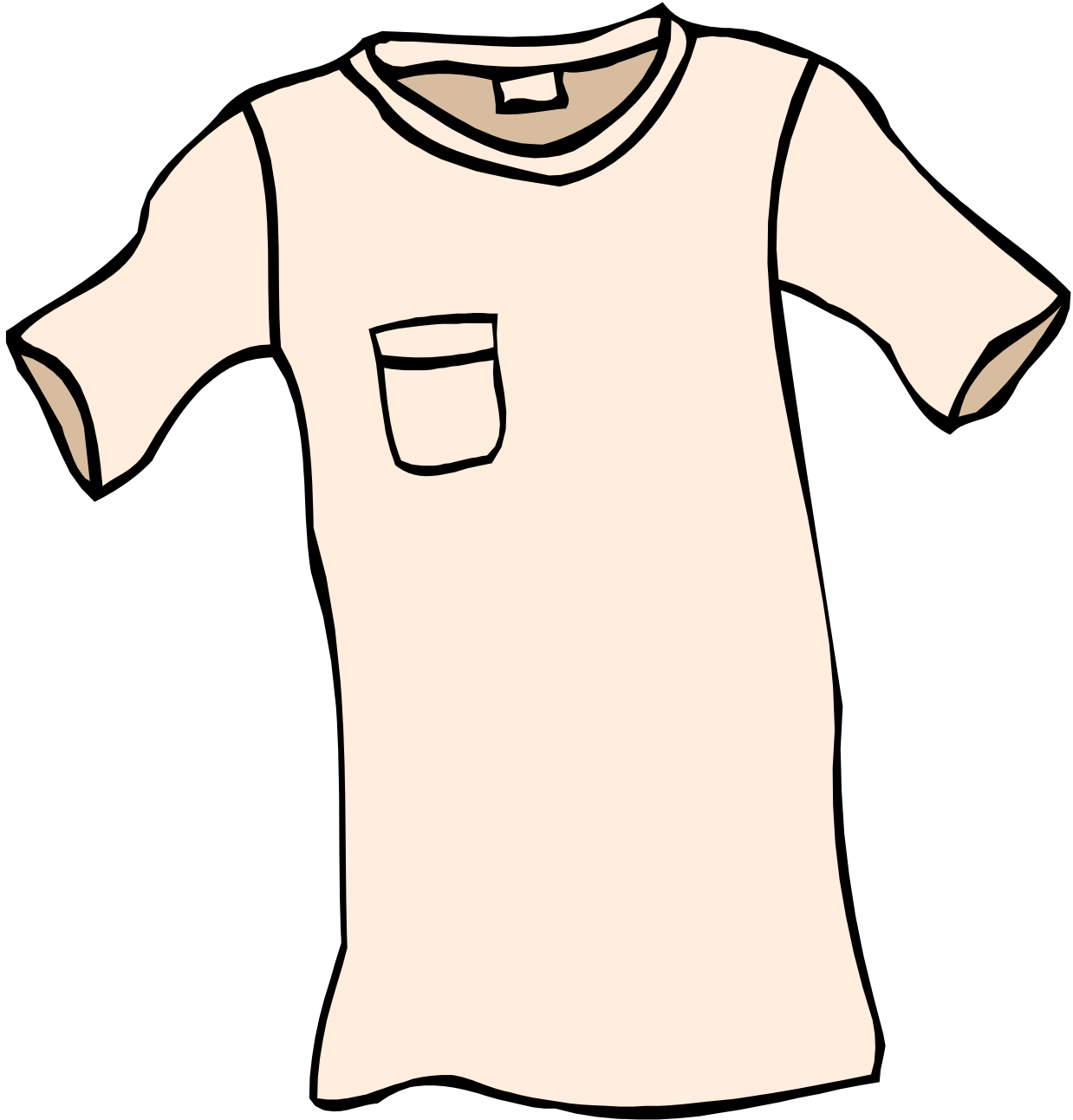
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## My T-Shirt

**Directions:** Imagine that tomorrow you get to wear a t-shirt to class that states your life's philosophy, that is, the statement by which you live. Write it on the front of your shirt. It can be one sentence, one statement, or one word!



# Breaking the Limits

**Directions:** The acclaimed minister, Dr. Robert Schuller asked the following question: “What would you attempt to do if you knew you could not fail?”

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Did you have trouble listing 5 things?    YES    NO**

**Why** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Choose one of the things you listed above that you would attempt to do if you knew you would not fail.**

**That thing is:**

\_\_\_\_\_

**On a scale of 1 – 10, how important could this act be to your sense of accomplishment and purpose in life? (1= low and 10= high)**

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

**Why are you not doing it?**

\_\_\_\_\_  
\_\_\_\_\_

**What joy or happiness would doing this thing bring to your life?**

\_\_\_\_\_  
\_\_\_\_\_

**How would doing this thing aid your self-esteem?**

\_\_\_\_\_  
\_\_\_\_\_

**List five ways that you could begin to do this thing, either alone or with someone.**

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## Just for This Week

**Directions:** Below, you will find a series of categories that you will need to evaluate to help you decide what talents you have and where best those talents might be used to help other people. Some of the categories are abstract and intangible while others categories are very concrete and tangible. Some of the categories require physical things like time and resources while other categories require nothing but you! Take you time. This exercise can change the way you look at giving to humanity.

**What can I do this week...**

**To help someone smile** \_\_\_\_\_  
\_\_\_\_\_

**To help someone remember better times** \_\_\_\_\_  
\_\_\_\_\_

**To help someone laugh heartily** \_\_\_\_\_  
\_\_\_\_\_

**To help restore someone's confidence** \_\_\_\_\_  
\_\_\_\_\_

**To help someone believe in friendship again** \_\_\_\_\_  
\_\_\_\_\_

**To help invigorate a child's imagination** \_\_\_\_\_  
\_\_\_\_\_

**To help someone believe in love again** \_\_\_\_\_  
\_\_\_\_\_

**To help someone who is struggling with a health issue** \_\_\_\_\_  
\_\_\_\_\_

**To help someone who is lonely** \_\_\_\_\_  
\_\_\_\_\_

**To help an organization that assists others** \_\_\_\_\_  
\_\_\_\_\_

**To help someone spiritually** \_\_\_\_\_  
\_\_\_\_\_

**To help turn around the life of a troubled teen** \_\_\_\_\_

\_\_\_\_\_

**To help restore a damaged relationship** \_\_\_\_\_

\_\_\_\_\_

**To help someone come to terms with a tragedy** \_\_\_\_\_

\_\_\_\_\_

**To help the environment** \_\_\_\_\_

\_\_\_\_\_

**To help my neighborhood** \_\_\_\_\_

\_\_\_\_\_

**To help in the political arena** \_\_\_\_\_

\_\_\_\_\_

**To help someone cope with major stress in his or her life** \_\_\_\_\_

\_\_\_\_\_

**To help someone find their purpose in life** \_\_\_\_\_

\_\_\_\_\_

**To help someone who is struggling financially** \_\_\_\_\_

\_\_\_\_\_

**To help a library** \_\_\_\_\_

\_\_\_\_\_

**To help a public school** \_\_\_\_\_

\_\_\_\_\_

**To help a complete stranger** \_\_\_\_\_

\_\_\_\_\_

**To help my best friend** \_\_\_\_\_

\_\_\_\_\_

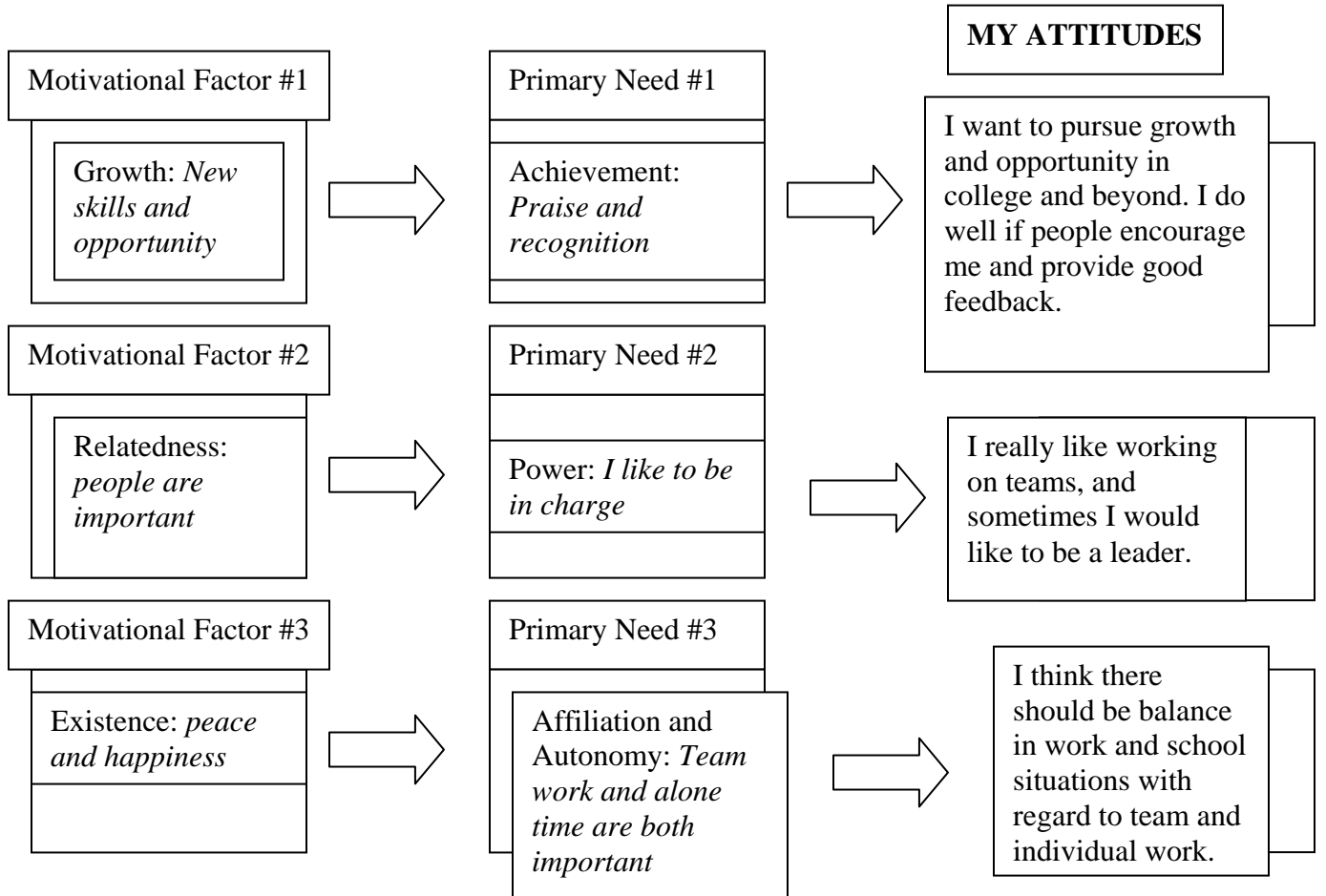
*Astonishingly*, if you did just one of these things each week, this one exercise would allow you to give of yourself for six months. That's right, half a year's worth of service in this one activity! It is that simple. Enjoy the ride.

# Appendix D2—Primary Attitudes Worksheet

**Your Primary Attitudes Worksheet**

|                        |   |                 |   |              |
|------------------------|---|-----------------|---|--------------|
| Motivational Factor #1 |   | Primary Need #1 |   | MY ATTITUDES |
|                        | → |                 | → |              |
| Motivational Factor #2 |   | Primary Need #2 |   |              |
|                        | → |                 | → |              |
| Motivational Factor #3 |   | Primary Need #3 |   |              |
|                        | → |                 | → |              |

*Here is a Sample Response:*



# Appendix E—Teaching Personality Trait and Learning

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## Pairing Off

**Explanation:** One of the best ways to help students understand the significance of personality typing is to allow time for people with different personality types to engage in meaningful, directed conversation. This exercise allows two, three, or four students to engage in a conversation to actually solve a problem.

**Procedure:** Have each student take a personality indicator. While the Myers-Briggs is by far the most valid and has the most tried and true validity, there are other indicators that will give the same results. Students can either take the indicator in the text, or you can provide the instrument from those in the textbook or ones you find on the Web.

After the students have taken the indicator and gotten their results, explain the differences and similarities among the eight types. Allow them to ask questions and engage in a conversation about the results. Ask them if the indicator “pegged” them or if they felt it was off base. Why or why not?

After they have a firm grasp of the theory behind typology, assign each student one or two partners with a vastly different personality type. Once the groups are established, give them a problem to solve as a group. They must come up with a consensus.

After they have had ample time to discuss the problem, engage them in a conversation about how they arrived at a solution. Some groups will not be able to do so. What you will find is that people with different personality types think about things very differently. This would be a great opportunity to tie in a conversation about how people with different personality types take notes, study, prepare for tests, and deal with life situations differently.

### **Career Checklist**

**Note:** This option pairs nicely with the work the students are doing in their Lab time involving their search for a suitable career.

**Explanation:** This exercise will help students understand how personality typology plays an important role in selecting a career.

**Procedure:** Using the following sheet, have groups of students spend some time identifying careers that they feel would be suited to the eight personality types. After they have had time to work on the sheet, have them discuss how and why they made their decisions.

If, during the conversation, some of the careers indicated are highly stereotypical, this would be a great opportunity to talk about the negative effects of stereotyping, prejudging, and drawing unfair conclusions.

**(Worksheet on next page.)**

# Career Checklist

**Directions:** Below, you will find listed the eight personality types. Beside each type, make a list of careers that this personality type might enjoy and find rewarding.

EXTROVERT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INTROVERT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SENSING: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INTUITIVE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THINKING: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FEELING: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

JUDGING: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PERCEIVING: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix F—Teaching Prioritization

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The following exercises can help you teach time management and setting priorities.

### **Making a list – Checking it twice**

**Explanation:** This exercise will help students understand the importance of making a list, prioritizing the items on the list, and sticking to it. They should be asked to do this exercise every day for at least a week so they begin to see the value of it. Students should look at their list at least twice a day and should mark off things that have been accomplished.

**Procedure:** On the time sheet provided ahead, make a list. Then put numbers in the left column according to the importance of the item on the list. In the right-hand column, write the deadline by which you must finish it. As soon as you have any time to work, start on item #1 and work on it until you finish it. Practice this for at least a week, and be prepared to discuss with your classmates. As new work is assigned to you, you will need to re-prioritize your list.



# Time Sheet

Name: \_\_\_\_\_

| <b>PRIORITY</b> | <b>ITEM</b> | <b>DEADLINE</b> |
|-----------------|-------------|-----------------|
|                 |             |                 |
|                 |             |                 |
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### Priority Choices

**Explanation:** Designed to help students focus on making real-life decisions, this exercise will force them to set priorities. Once they have completed this exercise, they should be encouraged to practice the same strategies with daily priorities.

**Procedure:** Distribute copies of the Priority Choices sheet (below) to each student. Give them about five minutes to place priority numbers beside the appropriate statements. Then, have them evaluate their choices based on the answers.

### Probable Answer Key to Priority Exercise

- 4\_\_A. Pick up heavy parcel. Business closes at 11 a.m.
- 7\_\_B. Buy frozen food for dinner.
- 1\_\_C. You need money and have no cash or credit cards with you and you cannot write a check. You must go to the bank.
- 2\_\_D. Your car is almost out of gas. Go to gas station.
- 3\_\_E. Have lawn mower repaired. Repairman promised to have it ready in an hour if you dropped it off on time.
- 6\_\_F. Pick up a friend at the airport. Plane arrives at noon.
- 5\_\_G. Pick up repaired lawn mower.

## Priority Choices

**Directions:** Below, you will find seven items that need to be accomplished today. Take a moment and read over the list. Then, prioritize each item by importance. Be prepared to explain your decisions.

- \_\_\_\_\_ A. Pick up heavy parcel. Business closes at 11 a.m.
- \_\_\_\_\_ B. Buy frozen food for dinner.
- \_\_\_\_\_ C. You need money and have no cash or credit cards with you and you cannot write a check. You must go to the bank.
- \_\_\_\_\_ D. Your car is almost out of gas. Go to gas station.
- \_\_\_\_\_ E. Have lawn mower repaired. Repairman promised to have it ready in an hour if you dropped it off on time.
- \_\_\_\_\_ F. Pick up a friend at the airport. Plane arrives at noon.
- \_\_\_\_\_ G. Pick up repaired lawn mower.

### Priority Management Exercise

**Explanation:** This activity helps the students manage priorities in a one-day period. Each student will rank order them differently depending on what he or she feels is most important. A healthy discussion can follow about how we all manage our priorities differently. Moreover, this exercise will teach students to group activities and tasks together.

**Procedure:** Give each student the Priority Management Exercise handout. Have them work on their own and follow the directions at the top of the page. After you have a discussion with them about their rankings, talk with them about how they came to their decisions and determine if anyone grouped the activities into categories. This exercise contains three categories of tasks: Things you could do on the phone, things that must be done at the college, and things that are basically errands. The following is a breakdown of the categories:

- 1 Things that can be done by phone
- 2 Things that must be done at college
- 3 Things that are errands that can be done before or after classes

|      |           |                |
|------|-----------|----------------|
| Task | #1 is a 2 | #6 is a 3      |
|      | #2 is a 1 | #7 is a 2      |
|      | #3 is a 2 | #8 is a 2 or 3 |
|      | #4 is a 2 | #9 is a 2      |
|      | #5 is a 1 | #10 is a 3     |

Discuss the importance of planning your day the night before or first thing in the morning to avoid needless running due to poor planning.

## Priority Management Exercise

**Directions:** Rank order the following tasks to determine the best way to complete all that must be done in a day. You have from 8:00 a.m. until the evening to complete the tasks. Today is Monday. Use your priority management tips and advice from others to complete the exercise. Included in the exercise are hints for completing the project.

- \_\_\_\_\_ 1. Pick up your paycheck in 229-D at the college. It will not be available until noon.
- \_\_\_\_\_ 2. Find Instructor Smith's phone number. You have to call him about a class that will be offered next semester.
- \_\_\_\_\_ 3. Check out a library book for your Lab Report. You must begin work on your report tonight if it is to be completed on time.
- \_\_\_\_\_ 4. Pick up a financial aid application. It is due tomorrow.
- \_\_\_\_\_ 5. Find out what Instructor Kelly's office hours are. You have to make an appointment to see her about your anatomy project.
- \_\_\_\_\_ 6. Pick up your child (or friend). You are to meet him or her at 4:00 p.m.
- \_\_\_\_\_ 7. Make an appointment for tutoring in math.
- \_\_\_\_\_ 8. Eat lunch. You are feeling hungry and tired.
- \_\_\_\_\_ 9. Review your CD Rom for CAD class. It is available in the library but it cannot be taken home. You must watch it before class on Wednesday.
- \_\_\_\_\_ 10. Your spouse's (or partner's or child's or significant other's) birthday celebration is this evening. You have not had a chance to purchase a gift. You must do so.

# **Appendix G—Teaching Reading Comprehension and Critical Reading**

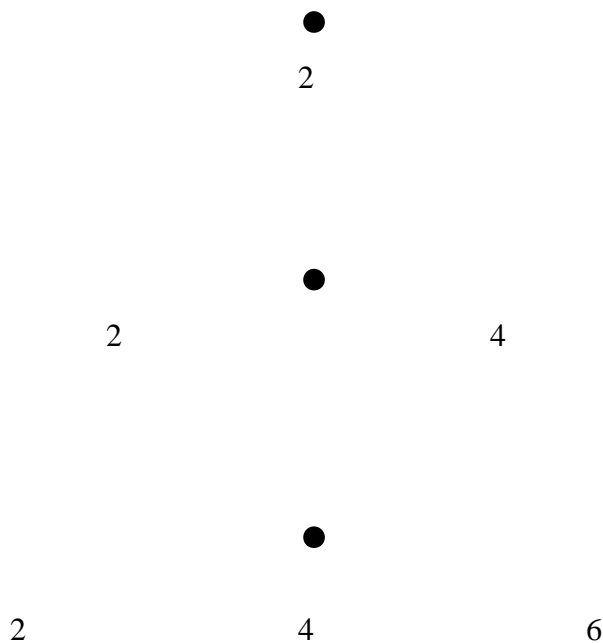
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As a faculty, use as many of the following exercises and in-class discussions as you need to cover the unit's objectives.

**T**here are many activities for improving reading speed, but the following helps students the most.

The following exercise helps to expand eye span. It involves fixating on the dot above each line (number) until we can easily read all the numbers (or letters in an actual document) on the line.

**Brief Sample:**



By doing this exercise, we can actually feel our eyes begin to expand their scope of vision. First, we only see the number 2, then, by looking at the second dot, we easily see 2 and 4, and finally, our eyes adjust to see 2, 4, and 6.

Then, we expand it into phrases in order to avoid word-by-word reading.

**Brief Sample**



Your



eyes can fix

on more than



one word at a time

if you practice

increasing your range.

**Brief Sample without the dots**

The number of words

perceived by your eyes

as they fixate

at a given point

during a fixation pause

determines the width.



## Supplemental Activities

### **I. Guess the Meaning**

**Explanation:** This exercise will ask students to look at the cartoon on the following worksheet and determine what is going on in the “story.” The purpose of this exercise is to help students understand IMPLIED meanings in stories, graphs, charts, and illustrations.

**Procedure:** Have the entire class study the cartoon on the Guess the Meaning worksheet. Then, have them answer the questions below the cartoon and have them discuss the implied meaning of the “story.”

## Guess the Meaning

Directions: Read and study the “cartoon” below. Answer the questions at the bottom of this sheet.



Who are the two figures in the cartoon? \_\_\_\_\_

What is their relationship? \_\_\_\_\_

Why does one figure appear to be “non-human?” \_\_\_\_\_

What is the significance of this cartoon dealing with Art History? \_\_\_\_\_

## **II. Prove It!**

**Explanation:** This exercise will ask students to read a brief selection, found on the worksheet ahead and determine the main idea. Not only will they have to find the main idea, they will have to prove that their interpretation of the main idea is valid through “proof mapping.”

**Procedure:** Have students read the passage on the worksheet. Then have them write what they feel is the main idea of the passage. They will then draw a map by pulling sections from the reading to “prove” their main idea is valid.

You may find it useful to show the students the following example.

**EXAMPLE:**

**1** You’ve heard the old saying, “You are what you eat.” This may be true, but many sleep experts would say, “You are how you sleep.” Sleep deprivation is one of the leading causes of poor productivity and academic performance, workplace and auto accidents, lack of concentration, diminished immune systems, decreased metabolism, cardiovascular problems, and even poor communication efforts.

**2** The National Traffic Safety Administration estimates that 100,000 crashes each year are the results of sleepy drivers. These crashes cause nearly 1600 deaths, 71,000 injuries and \$12.5 billion in property loss and diminished activity (Hidden Menace, 2003).

**3** Mark Rosekind, PhD, an expert on fatigue and performance issues and a member of the Board of Directors for the National Sleep Foundation states, “Without sufficient sleep it is more difficult to concentrate, make careful decisions and follow instructions, we are more likely to make mistakes or errors, and are more prone to being impatient and lethargic. Our attention, memory and reaction time are all affected” (Cardinal, 2003). (From Cornerstone 4e, Pearson/Prentice Hall)

**The Main Idea of this selection is** Sleep deprivation causes many problems such as poor health, accidents, deaths, and poor concentration.

**PROVE IT!**

Sleep deprivation causes many problems such as poor health, accidents, **deaths**, and **poor concentration**.

← Para #1 states that poor sleep affects the immune system, metabolism and heart

→ The NTSA state in Para #2 that poor sleep causes death and injury

↓ Para #3 states that sleep deprivation affects decisions, your ability to follow instructions, causes

## Prove It

**Directions:** Read the following selection and determine the main idea. After you have determined the main idea, prove that this is correct by providing supporting details from the selection.

### Binge Drinking

**Binge drinking is classified as having more than five drinks at one time.**

**1** Many people say, “I only drink once a week.” However, if that one drinking spell includes drink after drink after drink, it can be extremely detrimental to your liver, your memory, your digestive system, and your overall health in general.

**2** Most college students report that they do not mean to binge drink, but rather it is caused by the situation such as a ballgame, a party, a campus event, or special occasions. Researchers at Michigan State University found that only 5% of students surveyed say they party to “get drunk” (Warner, 2002).

**3** In their breakthrough work, *Dying to Drink*, Harvard researcher Henry Wechsler, Ph.D. and science writer, Bernice Wuethrich, explore the problem of binge drinking. They suggest, “two out of every five college students regularly binge drink resulting in approximately 1,400 student deaths, a distressing number of assaults and rapes, a shameful amount of vandalism, and countless cases of academic suicide” (Wechsler and Wuethrich, 2002).

**4** Perhaps the greatest tragedy of drug and alcohol abuse is the residual damage of pregnancy, sexually transmitted diseases, traffic fatalities, verbal/physical abuse, and accidental death.

**5** Surveys and research results suggest that students who participate in Heavy Episodic (HE) or Binge drinking are more likely to participate in unprotected sex with multiple sex partners. One survey found that 61% of men who DO binge drink participated in unprotected sex as compared to 23% of men who DID NOT binge drink. The survey also found that 48% of women who DO binge drink participated in unprotected sex as compared to only 8% of women who DID NOT binge drink (Cooper, 2002). *From Cornerstone, 4e, Pearson/Prentice Hall*

The MAIN IDEA IS \_\_\_\_\_

PROVE IT

## **CRITICAL READING**

**Explanation:** This exercise forces the reader to use both his or her left and right brain functions to increase reading effectiveness and retention.

**Procedure:** Give each student a reading assignment in the book or an article of your choice. Have them read an entire section of the book or a few paragraphs of the article. Then, explain to them the critical-reading concept of finding important or logical breaks within the reading. As they read along, they should draw a line after each thought or section that makes sense to them as a logical breaking point. It can be the given paragraph ending or sentence break, but it does not have to be. This will be different for each student.

After they have read through the section and made their logical breaks by underlining sections, give them the Critical Reading worksheet. In column A, have them paraphrase the first marked section of the reading. In column B, have them draw a picture of what they just paraphrased, therefore forcing them to use both their left and right brains. Students should continue marking sections, paraphrasing, and drawing until the chapter or article is complete.

# Critical Reading Worksheet

A – Paraphrase

B – Draw

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# Appendix H1—Teaching Writing

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The following comments are addressed to students, and cover critical issues in writing, including the writing process, effective sentence-writing, proofreading, and types of essays.

## ***The Writing Process: Prewriting***

Before writing, you'll want to develop your ideas so you have a clear understanding of what you want to say.

Here's some good news: In the prewriting process, you can have fun without worrying much about grammar, spelling, or organization!

You'll want to:

- Choose an interesting subject that meets the requirements of the assignment.
  - Brainstorm related ideas and subjects.
  - **Generate a list of questions you have about the subject(s).**
  - Learn as much as you can about the subject.
  - Pick an interesting aspect of the subject to develop.
  - **Write a thesis statement that helps you map out your writing.**
  - **Think about the overall organization your writing will follow.**
- **Generate a list of questions you have about the subject(s)** to help you find the topic of your writing. You can ask questions such as:
    - What happened?
    - How?
    - When?
    - Why?
    - How can the subject be defined?
    - What does it imply or entail?
    - What limits should be set to it?
    - Are there exceptions and qualifications?
    - What examples are there?
    - What is the subject similar to or different from?
    - Are there advantages or disadvantages to discuss?
    - What have other people said about it?

### **Example**

Topic: Business Ethics

- What does the term ethics mean?
- Does *business ethics* differ from other ethics?
- What about the recent scandals (Enron, WorldCom)?



- Who is responsible—the individual or the corporation?
  - How do companies encourage ethical business practices?
  - Written codes of ethics? When do these work?
  - Why do people act unethically in business?
- **Write a thesis statement that helps you map out your writing.**  
 A thesis statement identifies the focus for the rest of your writing. It usually highlights a special condition or feature of the subject, expresses a feeling, or takes a stand. An example of a thesis statement is: The Microsoft Vista operating system (specific subject) has three distinct advantages over Windows XP (specific features).

**Example**

|          |                   |
|----------|-------------------|
| Topic    | Business Ethics   |
| Purpose  | To inform         |
| Audience | Uninformed reader |

**Thesis statement:** In an environment where so many executives are behaving badly and where corporate reputations are being tarnished, companies are struggling with how to set expectations of ethical behavior. Most major corporations, including Texas Instruments and Johnson & Johnson, now believe that creating a code of ethics is a critical first step in the process of sensitizing employees to how they should act under normal circumstances and during crises.

- **Think about the overall organization your writing will follow.**  
 Some examples of organization can include, but are not limited to:
- Chronological order or time sequence
  - Examples after a conclusion: State the conclusion you’ve made first and then support it with a series of specific examples.
  - Conclusion after examples: Give the specific examples first and end with the conclusion.
  - Compare/contrast: Compare at least one subject to another in terms of similarities and differences.
  - Cause/effect: Begin with a general statement about the cause of something, and then discuss a number of specific effects.
  - Problem/solution: State the problem and explore possible solutions, sometimes concluding with what you’ve decided is the best solution, along with detailed reasons why.

**Example  
 Introduction**

- Corporate executives have abused the public trust.
- At the same time many companies are defining themselves in ethical terms through a corporate code of ethics.

### **Body of Paper**

- Business ethics are based on values that define actions as right or wrong.
- When choices are ambiguous, companies look to core values. The Josephson Institute of Ethics defines “six pillars of character” to help managers evaluate competing choices.
- Texas Instruments code of ethics and ethics test.
- Johnson and Johnson’s credo and how it helped managers respond to the Tylenol crisis of 1982.

### **Conclusion**

- Ethics codes are effective only if they are followed. Companies like TI and J&J show that it is possible to establish a corporate ethical climate that guides daily decisions and actions.

## ***The Writing Process: Drafting***

You’re now ready to write! Following the guideline you’ve developed, start writing about the different aspects of your subject.

Don’t worry about choosing the perfect wording or the proper grammar at this point. The important thing is to get your ideas into writing. The first draft is what you produce after you’ve typed out what you want to say. It’s only the first step, though. To write your first draft, consider:

- Writing it while your prewriting exercise is still fresh in your mind.
- Following your guideline, but also being flexible. You may find while writing that you’d like to include or exclude some items.
- Just getting your ideas on paper and worry about making everything correct later.

## ***The Writing Process: Revising***

After you’ve completed a first draft and have the ideas down, review it.

**Hint:** You might want to put it aside before revising it for a couple of days and get it out of your mind for awhile.

Then, you can take the time to:

- **Check your ideas, organization, and general quality of your work.**
- Ask classmates to read it and give you their overall impressions.
- Cut, reword, or rearrange ideas as necessary.
- Carefully assess the effectiveness of your **opening** and **closing** paragraphs.

### **Check your ideas, organization, and general quality of your work.**

Do you need to add more details or move the details around? Are there unnecessary details you can delete?

### **Opening paragraphs:**

An opening paragraph should do three things:

- Identify the subject
- Capture the reader's attention
- Identify your thesis or focus

You can do this in a variety of ways. Some effective ways to begin an essay are to:

- State an interesting detail about the subject
- Ask a question
- Provide an interesting quotation
- Identify the main points you will cover
- Give a dramatic statement.

### **Ending paragraphs:**

The ending ties everything together, so the closing paragraph might:

- Answer any remaining questions
- Review the main points
- Emphasize the importance of one of the main points
- Connect the material to the reader's experience.

## ***The Writing Process: Proofreading***

Once your ideas are organized in what you believe is the final form and your opening and closing paragraphs are interesting and effective, you'll want to go through the document with a fine-tooth comb.

*Now* is the time to check for errors in grammar, punctuation, spelling, capitalization, and proper word usage. Get your dictionary and thesaurus out!

Your word processing program probably also has both of these, in a pinch.

**Hint:** Do not become dependent on your word processor's spell and grammar checkers, because they are not people with keen eyes; they are computer programs that don't notice words that are spelled the same, and they can't read for meaning!

After you've gone through the document as carefully as possible, get a reliable classmate or friend to do the same.

Print out the final copy and proofread once more before submitting it to your Instructor.

### ***The Writing Process: Delivering***

- Share your finished work with your Instructor and peers.
- When you get feedback from your Instructor, you may be asked to revise it once more and turn it in again.
- Assess what the Instructor tells you to improve your writing—is this valuable information that can help you in writing future material?
- Consider sharing your work with family, friends, and peers to get additional feedback. If you're happy with the final product, save a copy of it for inclusion in your portfolio.

### ***The Writing Process: Considerations When Writing***

When writing, you are usually addressing an audience, even if that audience is you. An audience is anyone who will read your writing, and who will be affected by how you write.

You write in different ways to different people. Would you write in the same way to your Instructor and to your friend? With which audience would you be more formal?

The *tone* of your writing depends on how you address your audience. What comes to mind when you hear the term *formal*? A serious atmosphere? Tuxedos? What comes to mind when you think *informal*? Fun? Blue jeans?

When you analyze your audience, it is similar to choosing between dressing up in formal clothes, and wearing jeans. Your tone of writing, like the way you dress, determines how you are perceived by your audience.

It works the other way, too. The way you perceive your audience determines your tone. Tone in writing can be subtle or forthright, soft or hard. The most important element of tone is using the right one to engage, not repel your audience. Before you begin to write, consider who your audience is:

- What is their *attitude* about your subject, or you?
- What is their *background*?
- What is their *level of knowledge* about your subject?
- What would they expect your tone to be?

## ***The Writing Process: Writing and the Computer***

In the old days, writers would toil away with pen and paper, and when it came time to revise their work, they would start all over with a fresh sheet of paper. Today, word processing programs help immensely with the writing process. Using a computer also seems to make writers:

- stay at the writing process longer
- take more writing risks
- get more feedback from their peers

When composing or revising something using a word processing program, such as Microsoft Word, consider:

- Saving your work often
- **Learning the shortcut keys**
- Saving *every* draft
- Printing out copies of your drafts in order to proofread them
- **Paying extra attention to avoiding plagiarism**

**Learning the shortcut keys:** In Microsoft Word, for instance, to save a document, you can move your mouse to the File menu and then to the Save command. Instead of doing this, though, while you are in the middle of typing, you can also *press down the CTRL key and the “S” key at the same time* on the keyboard to save your work. There are many shortcut keys you can use. Look in the Help section to find these. You can learn some of the common ones in your lab for this course.

### **Paying extra attention to avoiding plagiarism:**

It’s increasingly easy to forget to cite sources with advancing technology, and with so much information and the easy cut-and-paste feature of most word processing programs.

Picture this scenario: You are reading from a website and you see a great quote that you’d like to use. You quickly cut-and-paste it into your notes. Then, the tea kettle starts whistling, the dog starts barking, you get up to get your tea. Once you’ve returned to our computer, you may have forgotten to copy the name of the author, too. Innocent enough, but you’ve just risked committing plagiarism later on, when you incorporate the knowledge you obtained from this *site*, but *forgot to cite!*

Using some old-fashioned practices of annotating your sources or keeping note cards is a way to make sure you keep your sources straight.

## ***Building Blocks of Writing***

*Grammar* is the term for the rules that structure language. The following sentence is grammatically correct:

CORRECT: “He writes well.”

INCORRECT: “He writes good.”

Grammar encompasses the common, accepted way of speaking and writing. The term *mechanics* refers to how words are spelled or arranged. The first word of a paragraph is capitalized, for instance, and is indented.

The rules can change over long periods of time, if enough people begin to speak and write differently. You may have read interesting works that have not followed all of the rules, which is sometimes okay. However, until you have exhibited complete command of the rules of writing, you’ll not want to deviate from them too much. Your audience will judge you based on your writing, and they may not know you well. The best thing to do to make a good impression is to write according to the accepted rules.

## ***Building Blocks of Writing: Sentences***

A grammatically correct sentence starts with a capital and ends with a period. In between, it must make sense and convey some kind of meaning. It contains a **subject**, a **verb**, and usually a **modifier**, and is properly constructed in terms of:

### **Independence**

The words have to stand on their own.

INCORRECT: “Because a college degree is important.” **Why is this incorrect?**

CORRECT: “You should study hard in school because having a college degree is important.”

### **Subject**

The subject is the word or words that the sentence is about.

### **Verb**

A sentence should also have some kind of action word, a verb or verb phrase that expresses something about the subject.

**Modifier**

A modifier describes either the subject or the verb.

The subject, verb, and modifier, can be words, phrases, and clauses.

- A phrase is a group of words. The italicized words in the following sentences are phrases:

“She wants *me to do the report*.”

“The copier *in the back office* is not working.”

- A clause is a group of words that has a subject and verb. Some of these can stand alone as sentences (independent clauses) and some cannot. Examples of clauses include:

“*We met the school president, and we were impressed.*”

(independent clauses)

“*When we met the school president, we were impressed.*”

(dependent clause)

Combine simple sentences with more complex sentences, which use clauses and phrases, to make your writing more interesting.

A grammatically correct sentence is also properly constructed in terms of:

- **Subject and Verb Agreement**

A verb must agree in number (singular or plural) with its subject.

*The students were in the class.* (Subject= students; Verb=were)

*There are many students in the class.* (Subject = students; verb=are)

That seems easy enough! But take a look at these more complicated situations:

- **More than One Subject**

Compound subjects connected with *and* usually require a plural verb. For example, “English *and* math *are* my favorite subjects.”

- **Single Subjects**

Single subjects joined by *or* *nor* take a singular verb. For example, “Neither Tom *nor* Jack *is* going to the presentation.”

- **Tricky Nouns**

Some nouns that are plural in form but singular in meaning take a singular verb. For example, “*Economics is* a difficult subject for me.” Other examples of these include: mathematics, measles, and news. To confuse the situation more, some nouns are plural in form, singular in meaning, and still take a plural verb. “My favorite *pants are* in the dryer.”

▪ **Subject/Verb and Prepositional Phrases**

When a sentence has a **prepositional phrase**, you have to make sure that the verb agrees with the subject. For example, “The *cause* of his bad grades *was* his unwillingness to do the homework.” The subject is “cause” and not “grades.”

**A prepositional phrase** is one which begins with a preposition such as “of, in, on, through, or into.” Read the sentence without the phrase to determine verb. “The *cause* of his bad grades *was* his unwillingness to do the homework

▪ **Collective nouns**

Collective nouns can refer to a group as a unit and use a singular verb. For example, “The faculty is developing new courses.” The group is meeting tomorrow.

A grammatically correct sentence is also properly constructed in terms of:

▪ **Parallel Construction**

Sentences that have two or more words or construction have to have the same grammatical structure.

CORRECT: My courses have been *interesting, challenging, and helpful*.

INCORRECT: My courses have been interesting, getting difficult, and helping.

You can vary the kinds of sentences you write to make them more interesting to read.

Sentences can make five basic kinds of statements:

- **Declarative** sentences make statements. “*The highest growth within job market sectors can be found in technical areas.*”
- **Interrogative** sentences ask questions. “*Did you know that the highest growth rate for jobs is found in technical fields?*”
- **Imperative** sentences make commands. “*Get a technical education.*”
- **Exclamatory** sentences communicate strong emotion or surprise. “*I’m going to Disneyland!*”
- **Conditional** sentences express wishes, usually in the form of “if...then.” “If you were going to get training in order to change careers, then it would be a good idea to go to ITT Technical Institute.”

**Types of Sentences: Active versus Passive**

Active sentences are livelier and shorter than passive sentences. The subject in an active sentence *does* something. Passive sentences have subjects that have *something being done to them*. Active sentences are usually more effective in communications, although you can use passive sentences to sound more polite.

ACTIVE: “John is preparing the statements for the meeting.”

PASSIVE: “Statements are being prepared now.”



### ***Building Blocks of Writing: Paragraphs***

The term *paragraph* has no distinct definition. Generally speaking, it is a group of sentences that develop a particular idea. Though they can vary in length, usually they are about 120-150 words. However, this is just a guideline. If they're too short, you probably haven't developed the idea enough. If they're too long, they're hard for the reader to follow and probably should be shortened. Paragraphs are typically indented, although in business writing, a double-space between paragraphs is also acceptable.

### ***Types of Writing Assignments***

Academic writing is usually serious business. Well-written assignments and essays can have a positive impact on your education and career. The best academic writing makes it clear the writers know what they're talking about. It flows logically from one point to the next. It has been planned and revised several times. Types of writing you might do for your classes include:

**Process Essay:** In this essay, you explain how something works or how to do something. Keep your writing as clear and concise as possible.

**Comparison Essay:** In this essay, you look at similarities and differences between two or more subjects. You can do a point-by-point comparison or address each subject separately.

In this structure, facts and ideas are presented that are similar or are different. The reading will likely answer some or all of the key questions:

- What's being compared and why?
- What facts or ideas are the similar?
- What facts or ideas are different?

**Cause/Effect Essay:** In this type of essay, you present an analysis of a subject and make clear cause-and-effect connections between the points. Cause-and-effect construction shows that something has happened and someone or something made it happen. If this is the reading structure, the reading will likely answer some or all of these key questions:

- What has happened?
- What will happen?
- Why has it happened?
- Who or what made it happen?

**Problem/Solution Essay:** In this type of essay, you provide a detailed analysis of a subject and fully discuss possible solutions. Examine the problems from different angles before proposing any solutions.

**Essay Tests:** Essay questions on tests may ask you to do any type of essay. No matter what the type of essay, though, take a few minutes before you start writing to plan the

structure of your writing. Develop a short outline on a piece of paper. Leave some time at the end of your writing to review your essay for grammar and spelling mistakes.

**Response to an Article:** In this type of essay, you read an article and offer your response to it. This might be a logical analysis of the author’s points and conclusions. It might be an emotional reaction to the author’s premise. Whatever the assignment, your thoughts should be well-organized and follow a structure. If you can’t think of a place to start, consider these questions:

- What were your feelings after reading the opening paragraph? The middle of the article? The end?
- What connections are there between the article and your life?
- Who else should read this article?
- What is the most important word in the article? The most important paragraph? The most important event?
- Do you think the title fits the article?
- What was the author saying?
- Has this article helped you to see anything differently?
- What questions did the article bring up that you would like to have answered?

**Email responses to discussion questions:** In this type of writing, you will want to keep your messages brief and to-the-point unless otherwise asked. If you ever participate in an online course or an online discussion board, you will want to keep your messages brief and to-the-point unless otherwise asked. Also:

- Write in a simple language—Be clear, concise, objective, and polite.
- Don’t type in all caps. Caps can translate as “shouting” in the online world.
- Avoid profanity, sarcasm, and negativity in your responses.
- Consider that it’s very easy to forward messages. Write carefully in case it ends up in the wrong hands.
- Know your audience—should you write more formally or less formally?
- Write substantive messages. “I agree” and “I couldn’t have said it better!” are never as meaningful as a well-constructed response with supporting details.
- Post only appropriate and relevant responses.
- If possible, read others’ messages before posting a message.

**Research Paper:** A research paper is a carefully planned essay that shares information or proves a point. Most school research papers are at least five pages long, have a title page, and provide a list of works cited.

The steps in the research process may include:

1. Exploration
2. Determining your question or problem
3. Dividing the principle problem or question into sub-problems, if necessary
4. Deciding what information you might need
5. **Determining sources of information**
6. Selecting key words

7. Searching the literature
- 8. Organizing information**
9. Drawing conclusions
10. Presenting information

**Sources of information**

|                                |                        |                                      |  |                         |                            |
|--------------------------------|------------------------|--------------------------------------|--|-------------------------|----------------------------|
| ITT Tech<br>Virtual<br>Library | Government<br>agencies | Offices of<br>political<br>officials | Professional<br>conferences<br>and agendas | Committees              | Interviews<br>with experts |
| Public<br>Libraries            | Think tanks            | Professors                           | Business<br>groups                         | Diary or<br>Journal     | Dictionary                 |
| Encyclopedia                   | Letter                 | Museum                               | Online<br>Database                         | Photograph              | Political<br>Cartoon       |
| Survey                         | Television             | Almanac                              | Atlas                                      | Autobiography           | Biography                  |
| Newspapers                     | Policy<br>journals     | Internet                             | Magazines                                  | University<br>Libraries | Corporations               |

**Organizing information**

The structure for a formal report can be a variation of the following:

- A. Letter explaining the purpose of the report. List the report itself as an attachment to the letter.
- B. Title Page
  - Title of the Report
  - Author:
  - Submitted to:
  - Date:
- C. Abstract or Summary of the report
- D. Table of Contents
- E. List of Visuals (figures and tables)
- F. The report with:
  - Page numbers at bottom, centered
  - Headings and sub-headings
  - References with author, title, date
  - Appealing page layout
- G. Bibliography/References (last main heading of the report)
- H. Appendix/Appendices

### ***Conducting a Peer Review***

A peer review is where you are asked to read your peers' papers and evaluate them, providing constructive feedback. Your peers will also read **your** writing and do the same. You may be given guidelines as to the specific areas you should address when writing a peer review.

Generally, consider the following tips for conducting a peer review:

- Take notes.
- Be very specific in your feedback. Saying “Great job” does not help the writer. However, if you focus on something specific it will be more helpful, such as, “The personal story in the opening really caught my attention because...”
- Imagine yourself as the intended audience.
- Keep your comments positive and constructive.
- Focus on specific observations.
- Ask questions.
- Add to others' comments.

### ***Conducting a Peer Review: Criteria***

You may be asked to evaluate the essays of your peers in terms of:

- Purpose—Is this clear?
- Audience—Who is the audience? Is the tone appropriate for the audience? Will the audience understand the message?
- Ideas—Are these well-developed?
- Organization—Is the paper organized in a logical manner? Does it flow from topic to topic?
- Voice—Is the tone and voice of the essay sincere and honest?
- Readability—How enjoyable and easy-to-read was the essay? Did you have to struggle to extract the meaning?

**Note:** See **Appendix C** for a Peer Review Form.

## Appendix H2 — Writing Answers

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### Student Handout

Follow these guidelines to successfully write answers:

#### **ANSWER**

A= Address each part of the question

N = Narrow down topics

S = State definitions of key terms

W= Write a topic sentence

E = Explain with examples

R = Reorganize ideas into logical sequence

#### **Address each part of the question**

Many assignments have multiple parts. Before turning in an assignment, make sure you've answered every part of the question or questions.

#### **Narrow down topics**

If the questions you are asked are not very specific, you will have to determine what to write about. Part of what you're being judged on in this case is whether you can identify the main topic or topics. If you write on too many topics or provide too much information, it will appear as if you don't know what is important. You'll need to write enough to answer the question and expand on only the important points.

#### **State definitions of key terms**

When answering a question, you will want to define the important terms, even if they've been defined in the lesson. For instance, if you are asked a question about the importance of academic integrity, you would first want to define what academic integrity means.

#### **Write a topic sentence.**

Paragraphs begin with topic sentences. A topic sentence should state briefly what your answer will entail. Be sure to be *direct* and *concise*. In the sentences following the topic sentence, you will provide the details.

#### **Explain with examples**

After each topic sentence you write, you will want to provide some kind of explanation. Many times, you can use examples to help support or illustrate your point.

Other times, you may need to be more specific. Look for clues as to what the Instructor wants to see in your answer.

Consider for a minute what should be included in the answer when you see the following words in a question:

- Discuss
- Illustrate
- Enumerate
- Contrast
- Critique
- Justify, prove, or argue

Maybe, the following:

- Discuss (important points)
- Illustrate (an example(s))
- Enumerate (number and separate)
- Contrast (comparison of two or more things)
- Critique (counter-point)
- Justify, prove, or argue (supporting evidence or reasons to support a claim)

### **Reorganize idea into logical sequence**

Your topic sentences and supporting examples do not have to be perfect in this class! They're just a way to help you keep your answers organized. Just write a sentence about what you want to say, say it, and support it.

If you have more than one paragraph in your answer, each paragraph should have its own topic sentence—each one should be about something in particular.

Each topic sentence should have explanations with examples, if appropriate. It's almost never okay to just provide a single sentence answer to an assignment question.

That's all there is to it! When you're asked a question, just ANSWER it!

# Appendix I—Teaching Listening and Study Skills

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## Active Listening In-Class Assessment

**Directions:** For each of the following items, answer yes, sometimes, or no. Tally the results in the space provided.

- |   |                    |
|---|--------------------|
| 1. I feel comfortable when listening to others on the phone.                                    | Yes, Sometimes, No |
| 2. It is often difficult for me to concentrate on what others are saying.                       | Yes, Sometimes, No |
| 3. I feel tense when listening to new ideas.  | Yes, Sometimes, No |
| 4. I have difficulty concentrating on instructions others give me.                              | Yes, Sometimes, No |
| 5. I dislike being a listener as a member of an audience.                                       | Yes, Sometimes, No |
| 6. I seldom seek out the opportunity to listen to new ideas.                                    | Yes, Sometimes, No |
| 7. I find myself daydreaming when others seem to ramble on.                                     | Yes, Sometimes, No |
| 8. I often argue mentally or aloud with what someone is saying, even before he or she finishes. | Yes, Sometimes, No |
| 9. I find that others are always repeating things to me.  | Yes, Sometimes, No |
| 10. I seem to find out about important events too late.   | Yes, Sometimes, No |

|                                   |                    |       |
|-----------------------------------|--------------------|-------|
| <b>Number of times I answered</b> | <b>“Yes”</b>       | _____ |
| <b>Number of times I answered</b> | <b>“Sometimes”</b> | _____ |
| <b>Number of times I answered</b> | <b>“No”</b>        | _____ |

### Evaluation of Tally:

If you answered Yes or Sometimes on less than 3 questions you are perceived as a Good Listener. If you answered Yes or Sometimes on 3 to 6 questions you are an Average Listener. If you answered Yes or Sometimes to 7 or more questions you need immediate improvement.

### More Activities for Listening

1. If possible, have students attend a campus lecture or community event where a guest speaker is making a presentation. Have the student take notes and prepare a summary of what they heard.
2. If possible, play a recording of a speech in class. Let the students take a few notes during the speech. Give them only a few minutes to review their notes and then test them.
3. “Come into Class with both Barrels Loaded.” Many of us use an overhead projector or a chalkboard outline in our lecture. Change it up by starting to lecture the moment you walk in the door. Don’t use the board or an overhead or any other visual aid, just unload on them. This may sound extremely insensitive, but in reality it will prepare our students for what they will face in the future. Have the students turn in their notes for a listening grade. You may be surprised at the information they received. (You may be surprised at your communication skills; for good or ill).

Activities and Information in **Appendix I** adapted from:

- Bormann, Ernest G. *Discussion and Group Methods: Theory and Practice*. 2<sup>nd</sup> ed. New York: Harper & Row Publishers, 1975.
- Braden, Waldo W., ed. *Speech Methods and Resources: A Textbook for the Teacher of Speech Communication*. 2<sup>nd</sup> ed. New York: Harper & Row Publishers, 1972.
- Bradley, Bert. *Fundamentals of Speech Communication: The Credibility of Ideas*, Iowa: Wm. C. Brown Company Publishers, 1974.
- Hettich, Paul. *Learning Skills for College and Career*. 2<sup>nd</sup> ed. Pacific Grove: Brooks/Cole Publishing Company, 1998.
- Monroe, Alan H. and Douglas Ehninger. *Principles of Speech Communication*. 6<sup>th</sup> ed. Glenview: Scott, Foresman and Company, 1969.
- Pauk, Walter. *How To Study in College*. 7<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2001.
- Pearson, Judy Cornelia and Paul Edward Nelson. *Understanding & Sharing: An Introduction to Speech Communication*. 6<sup>th</sup> ed. Dubuque, IA: Brown and Benchmark Publishers, 1994.
- Sarett, Alma Johnson and Bessie Russell Foster. *Basic Principles of Speech*. 4<sup>th</sup> ed. Boston: Houghton Mifflin Company, 1966.
- Verderber, Rudolph F. *The Challenge of Effective Speaking*. 9<sup>th</sup> ed. Belmont: Wadsworth Publishing Company, 1994.



## Appendix J—Teaching Test-Taking Skills

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Please find in this Appendix several ideas for teaching about test anxiety and test-taking strategies. These ideas have been suggested by Kaye Young, Associate Professor and Assistant Dean of Student Development, Jamestown Community College, Jamestown, NY.

You can begin an objective test-taking session by giving students an “unannounced” quiz with a 15-minute time limit. You don’t need to say anything about the quiz, other than the time limit. At the beginning of the course you should tell the students that all quizzes will be announced in advance, so the giving of this unexpected quiz surprises them and causes some anxiety, anger, and so on. The quiz may consist of multiple choice and true/false questions on topics unrelated to the course. However, the questions are written so that by using good objective test-taking strategies they can make educated guesses and do well on the quiz. Examples of types of questions that can be used are:

Which was the 40th state to join the Union?

- a. Alaska
- b. New York
- c. New England
- d. South Dakota

The Greek writer Antigoros was noted for his:

- a. geometric proofs
- b. political influence
- c. philosophical paradoxes
- d. literary accomplishments

True/False

High grades in accounting courses impress potential employers and are associated with future success as an accountant.

As the students begin reading the questions, grumbling usually starts. They say “we haven’t covered this, you didn’t tell us about this, you aren’t going to count this, are you?” and so on. Your response should be “you have 15 minutes to complete the quiz.” When the time is up, you can ask for comments. Some students may complain that they didn’t do well because they weren’t prepared, or that the questions were unfair, or that you as a faculty are being unfair. This can lead into a discussion about test anxiety, how being unprepared heightens anxiety, and strategies to deal with test anxiety. Eventually, you should tell them that you will not be grading the quiz.

Next, divide the class into groups and have each group discuss what they think the correct answers are and determine what reasoning skill they used to select their final answer. Then each group presents their answers and rationales. The students almost always discover all of the test-taking strategies, such as a clue in the stem, use of absolutes or qualifiers, completeness of answer, logic, length, etc. By now most students will be convinced that they really can do better on objective tests and are eager to try out these new techniques. You can then give them a worksheet of objective test questions from specific content areas and have them work in pairs to practice the test-taking strategies that we have just identified.

### **Supplemental Activities**

#### **Writing the Essay Answer**

**Explanation:** Many students dread essay answers and have much difficulty answering them. The chart on the next page will assist your students in developing an outline before they begin to write.

**Procedure:** Give each student two of the charts on the next page. Put a general question on the board or overhead projector and show them how to “plot” an answer before they begin to write. If the essay question was “What were the three main causes of the Civil War?” they would begin with a thesis (a restatement of the question) and then jot down in each of the three main blocks the three causes that they perceive as being the major reasons for the war. After they have put those statements in the top blocks, have them jot down all that they know about each statement in the boxes below each statement. They are sub-points. This will give them an excellent outline before they begin to write. Explain to them that they don’t have to have the boxes to outline, but this is a great way to get them to think about outlining answers before they begin to write.

# Writing the Essay Answer

**Introduction:** (This is your question turned into a statement.)

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**Body:**

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <i>Point #1</i> | <i>Point #2</i> | <i>Point #3</i> |
| <i>Evidence</i> | <i>Evidence</i> | <i>Evidence</i> |
| <i>Evidence</i> | <i>Evidence</i> | <i>Evidence</i> |

**Conclusion:** (This is a restatement of the major facts of your answer.)

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## **Cooperative Learning Ideas**

### **IDEA ONE**


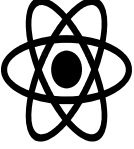




Using an essay exam question, each individual should write a comprehensive answer that will be shared with the entire team. As a Cooperative Learning Team, after reviewing all of the answers, use segments from each member's answer and compose the ideal, well organized, thorough answer to the question.



### **IDEA TWO**

Each member of the Cooperative Learning Team will choose two faculty members to interview. You will ask them to share test-taking strategies for college students. When the team reassembles, compile a list of successful strategies and share them with the class.

**Teaching through the Multiple Intelligences**

See below for some ideas for reaching students with varied learning style:

|   | <b>Type of intelligence</b> | <b>Teaching suggestions</b>   |
|---|-----------------------------|---|
|    | Verbal/<br>Linguistic       | Give students an oral exam for practice and retention. Play an oral testing game such as “Family Feud” or “Jeopardy,” where the class divides into teams and plays against each other.  |
|    | Logical/<br>Mathematical    | Have students develop a systematic method for taking a test, i.e., what should be done first, second, third, etc. Have them discuss how using a systematic approach can help relieve anxiety.   |
|   | Bodily/<br>Kinesthetic      | Have students discuss how their bodies react to the stress and anxiety of testing. Take them through some body relaxation exercises that they can practice just before tests in any class, i.e., neck rolls, tension release through the mind, etc. |
|  | Visual/Spatial              | Have students visualize the information on which they are being tested. Explain to them the importance of visualizing answers before they actually answer the question on paper, especially for multiple choice questions.                          |
|  | Interpersonal               | Give students a question, take-home or in class, that requires group participation in order for a logical and reasonable answer to be compiled.   |
|  | Intrapersonal               | After the test is over, have students write a brief statement about how they felt during the test, what physical reactions happened to their bodies, what frustrations they faced, etc. Have them discuss these findings with the class.            |

|   | Type of intelligence | Teaching suggestions  |
|---|----------------------|---|
|  | Musical              | During a practice test, play music during the class, classical or new age, and then have the students discuss whether they felt the music helped or hindered their efforts.   |
|  | Naturalistic         | Take students on a field trip and then test them on the information gathered from the trip. Relate your questions to nature or the environment when possible. Example: Why is it important for animals to have listening skills for survival? |

**Quotations for Reflection**

You may use any of the following quotations for initiating a discussion with the students.

“The will to win is nothing without the will to prepare.” – Juma Ikangaa

“Omit needless words. Vigorous writing is concise.” – William Strunk, Jr.

“Only the curious will learn.” – Eugene Wilson

“I never let my schooling get in the way of my education.” – Mark Twain

# Appendix K—Teaching Critical and Creative Thinking

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The following activities can help to stimulate students' critical and creative thinking potential:

## Developing an Argument

**Explanation:** This exercise will assist students in developing an argument free of fallacious terminology such as Ad Baculum, Scare Tactics, or Patriotism. It will force them to deal with research, analysis, and writing a persuasive argument based on facts and actual data.

**Procedure:** Have students work together in small groups. Let them decide on the topic to be used. You can use the topics in the chapter as a prompt. Some of them include:

- Is euthanasia ethical?
- Is technology ruining our world?
- Is America in decline?
- Do animals have rights?

After they have decided on a topic, have them develop a persuasive argument (pro or con) for the topic and discuss their response with the class.

## Making Connections through the National Football League

**Explanation:** This exercise is a fun way to get students to think beyond the obvious. In the following worksheet, they have to study the list on the left to make the connection on the right.

**Procedure:** Give each student the sheet and have them make the connections. They can work alone or in small groups.



# National Football League

**Directions:** Name the NFL teams that correspond to the list on the left.

*Example:*

American Forefathers      **The Patriots**

Midnight Snackers      **The Raiders**

Equine \_\_\_\_\_

Stupid Sunbathers \_\_\_\_\_

Smart Sunbathers \_\_\_\_\_

Credit Users \_\_\_\_\_

Indian Leaders \_\_\_\_\_

King of Beast \_\_\_\_\_

\$1.00 for corn \_\_\_\_\_

Peter and Paul \_\_\_\_\_

747, 757, 767 \_\_\_\_\_

IOU's \_\_\_\_\_

Marine Bird \_\_\_\_\_

Streakers \_\_\_\_\_

Moving Men \_\_\_\_\_

Thieves \_\_\_\_\_

U.S. Birds \_\_\_\_\_

Unspotted Cats \_\_\_\_\_

Swimming Holes \_\_\_\_\_

Poe's Birds \_\_\_\_\_

Priests' Leaders \_\_\_\_\_

Pricy Rides \_\_\_\_\_

**NATIONAL FOOTBALL LEAGUE (ANSWERS)**

|                   |                          |
|-------------------|--------------------------|
| Equine            | Broncos or Colts         |
| Stupid Sunbathers | Red Skins                |
| Smart Sunbathers  | Browns                   |
| Credit Users      | Chargers                 |
| Indian Leaders    | Chiefs                   |
| King of Beasts    | Lions                    |
| \$1.00 for corn   | Buccaneers (Buck-an-Ear) |
| Peter and Paul    | Saints                   |
| 747, 757, 767     | Jets                     |
| IOU's             | Bills                    |
| Marine Bird       | Sea Hawks                |
| Streakers         | Bears                    |
| Moving Men        | Packers                  |
| Thieves           | Steelers                 |
| U.S. Birds        | Eagles                   |
| Unspotted Cats    | Panthers                 |
| Swimming Holes    | Lakers                   |
| Poe's Birds       | Ravens                   |
| Priests' Leaders  | Cardinals                |
| Pricy Rides       | Jaguars                  |

**The Van Gogh Family Tree**

**Explanation:** This is simply a fun exercise to get students “thinking” and searching before they are introduced to the more difficult subject matter of persuasion, fallacies, and problem solving.

**Procedure:** Give each student the following sheet. Each sheet contains two examples to get them started. You might consider letting them work individually first, then let them get into their cooperative learning teams.

## The Van Gogh Family Tree

**Directions:** Take a moment and think about Van Gogh’s fictitious family tree. Try to identify the creative “relatives” by carefully examining the statements below. Two examples are given to you.

**Example:**

**His obnoxious brother**  
**His brother who ate prunes**

**Please Gogh**  
**Gotta Gogh**

1. The brother who bleached and dyed his clothes \_\_\_\_\_
2. The uncle from Illinois \_\_\_\_\_
3. The magician uncle \_\_\_\_\_
4. The Mexican cousin \_\_\_\_\_
5. The stagecoach driver \_\_\_\_\_
6. The constipated uncle \_\_\_\_\_
7. The bird-loving aunt \_\_\_\_\_
8. The psychoanalyst nephew \_\_\_\_\_
9. The fruit-loving stepbrother \_\_\_\_\_
10. The sister who loved to disco \_\_\_\_\_
11. The uncle who travels the country in a van that resembles a home  
\_\_\_\_\_

Answers

1. Hue Gogh
2. Chica Gogh
3. Wherediddy Gogh
4. Amee Gogh
5. Wellsfar Gogh
6. Can't Gogh
7. Flamin Gogh
8. E Gogh
9. Man Gogh
10. Ah-go Gogh
11. Winnie Bay Gogh

**Reasoning Inventory Answers**

**Explanation:** This is another fun activity to get students in a thinking mode before moving on to harder material.

**Procedure:** Give each student one of the following sheets. Each sheet contains two examples to get them started. You might consider letting them work individually first, then letting them get into their cooperative learning teams.

## Reasoning Inventory

**Directions:** Carefully examine the statements below. Be sure to read the statement correctly and accurately. Just as when taking a test, be sure that you know what the question is really asking.

1. If you were in a remote cabin and went to bed at 8:00 at night and set the old wind-up alarm clock to wake you up at 9:00 in the morning, how long would you sleep before the alarm woke you up?  
\_\_\_\_\_
2. Why can't a man living in Winston Salem, NC be buried west of the Mississippi River?  
\_\_\_\_\_
3. If you had only one match and entered a room in which there was a kerosene lamp, an oil heater, and a wood-burning stove, which would you light first?  
\_\_\_\_\_
4. How many birthdays does the average human have?  
\_\_\_\_\_
5. Some months have 30 days, others have 31. How many have 28 days?  
\_\_\_\_\_
6. If a doctor gave you three pills and told you to take one every half hour, how long would they last?  
\_\_\_\_\_
7. A man builds a house with four sides. Each side has a northern exposure. A bear comes along. What color is the bear?  
\_\_\_\_\_
8. How far can a dog run into the woods?  
\_\_\_\_\_
9. I have in my hand two U.S. coins which total 55 cents. One is not a nickel. Please bear this in mind. What are the two coins I have in my hand?  
\_\_\_\_\_
10. A farmer has 19 sheep, all but nine die. How many does he have left?  
\_\_\_\_\_
11. How many animals did Moses take aboard the ark?  
\_\_\_\_\_

12. Is it legal in South Carolina for a man to marry his widow's sister?
-

ANSWERS

1. One hour
2. Because he is still living
3. The match
4. One. The rest are anniversaries
5. All months have 28 days in them
6. One hour
7. White. It is the North Pole
8. Only half way, then he is running out of the woods
9. A fifty-cent piece and a nickel. ONE is not a nickel, but the other is
10. Nine
11. Moses did not take any animals aboard the ark
12. No, because the man is dead.

**Thinking Beyond the Obvious**

**Explanation:** This is an activity that asks students to look at “normal” quotes that they might see on a daily basis, but requires them to look at the deeper meaning behind the words.

**Procedure:** Give each student the *Thinking Beyond the Obvious* sheet. Each sheet contains four quotes. You can change this sheet to include your own quotes. You might consider letting them work individually first, then letting them get into their cooperative learning teams to further discuss their interpretations. Have each student or group share their interpretations with the class.

## Thinking Beyond the Obvious

**Directions:** Below, you will find four quotes. Examine each one carefully and write down your detailed interpretation of each one. Think beyond what the quote actually says to what it *really* says. Be prepared to discuss your responses.

**“His tombstone should read, ‘Died at 30, Buried at 65!’”**

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**“In the land of the blind, the one-eyed man is king.”**

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**“There is a landscape larger than the one you see.”**

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**“That which does not kill us makes us stronger.”**

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## **Appendix L—Teaching Team Skills**

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Use the Conflict Resolution worksheet to facilitate an in-class activity.

# Conflict Resolution

**Directions:** Below you will find listed some behaviors, actions, or situations that can cause conflict. As you examine the list on the left, offer some creative and innovative ways to deal with that behavior, action, or situation on the right.

Poor communication

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Harsh criticism

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Assumptions

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Jealousy

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Idea killing

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Interpersonal

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Incompatibility

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# Appendix M— Troubleshooting Guide / FAQ's

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## **Train and Assess IT (TAIT) -Specific Tips**

### **1) TAIT Faculty Advocate/Technical Support**

Kateri Drexler is the designated, ITT TAIT Faculty Support Advocate. Kateri will address any questions or issues you or your students have regarding TAIT. Contact Kateri at: kateri.drexler@pearson.com.

### **2) Message Link in TAIT**

The Message Link on the side menu in TAIT is not to be used by students to contact their instructor. Please remind students not to use this but to contact their instructor through the normal ITT student-instructor communication channels.

### **3) TAIT Section Course Codes**

- a. Each instructor must obtain an 8-character TB133 Section Course Code for **each** section of TB133 they will teach. Please contact Kateri (kateri.drexler@pearson.com) to obtain Section Course Codes.
- b. Prior to the first day of class, fill in the 8-character Section Course Code on the TAIT Student Welcome Letter located at the beginning of this courseware document and distribute to each student. Students can not register in TAIT until they receive their Section Course Code from you.

### **4) TAIT Unique Access Codes**

A unique access code is found under the pull-tab inside the TAIT CD folder packaged with the student textbook. When initially registering in TAIT, this unique code can only be used once. Should you discover a student's code has been used previously (they will receive an error upon registration stating "This access code already in use") please contact Kateri (kateri.drexler@pearson.com) for a replacement access code. In an emergency, or if Kateri is unavailable your campus Dean or Director can also provide you a replacement TAIT Access Code for your student.

### **5) TAIT User ID and/or Password Retrieval**

If a student misplaces or forgets their TAIT UserID and/or Password, they need **not** re-register in TAIT with a new unique access code. Instructors can retrieve these details by doing the following:

1. Instructor needs to sign into TAIT.
2. Click on 'Students' on the side menu bar.
3. Click on the radio button next to the student's name (students' usernames are in parentheses).
4. Click the Edit Profile button.
5. Instructors can pass along the student UserID and password or change them if necessary.

### **6) TAIT Student Course Section Transfer**

Any student transferring from one TB133 section to another will have to have a new TAIT Access Code (and need to re-register, etc). Contact Kateri (kateri.drexler@pearson.com) as soon as you know a student is transferring sections so she can issue a new Access Code.

a. Student Transfer to another Section (**Same Instructor**)

If the student remains under your instruction, you can switch their Section code under your TAIT admin login by doing the following:

1. Instructor needs to sign into TAIT.
2. Click on 'Students' on the side menu bar.
3. Click on the radio button next to the student's name (students' usernames are in parentheses).
4. Click the Edit Profile button.
5. Find and highlight the new Course Section you want to 'transfer' this student to and click 'Add to'.

b. Student Transfer to another Section (**Different Instructor**)

If the student is transferring to a new instructor or a new campus, please contact Kateri (kateri.drexler@pearson.com) with the following information:

1. Student's first name and last name.
2. Student's email address.
3. Section code and instructor name of section the student is transferring **from**.
4. Section code and instructor name of section the student is transferring **to**.

Please pull the report on this transferring student and send it to the new instructor so he/she has the previous TAIT work already completed by this student. You can then, if desired, remove this student from your course section by following the instructions above and Click on Remove From Course Section.

7) **TAIT with Windows Vista**

If anyone is having trouble running TAIT with Windows Vista, please try the following steps:

1. **Start** Internet Explorer 7
2. Click **Tools**
3. Click **Internet Options**
4. Choose the **Security tab**
5. Select the "**Trusted Sites**" zone
6. Uncheck the "**Enable Protected Mode**" checkbox
7. Click the '**Sites**' button
8. Uncheck the "**Require server verification...this zone**" checkbox
9. In the 'Add this website to the zone' text field type the following:  
**\*.pearsoned.com**
10. Click the **Add** button
11. In the 'Add this website to the zone' text field type the following:  
**\*.pearsoncmg.com**
12. Click the **Add** button

13. In the 'Add this website to the zone' text field type the following:  
\*.phgenit.com
  14. Click the **Add** button
  15. In the 'Add this website to the zone' text field type the following:  
\*.adobe.com
  16. Click the **Add** button
  17. Click the **Close** button
  18. Restart Internet Explorer
- 8) **TAIT PLI Install**

It is crucial that your campus Systems Support Technician (SST) correctly installs the TAIT Partial Local Install (PLI) CDs. Students should enter the TAIT application via the TAIT icon not by using the url. If necessary, please provide your SST with the following information:

**Updates can be found at:**

**<http://www2.phgenit.com/support/support/NetworkAdminPLIInstr.asp>**

#### **Attention Network Administrator:**

In order to make the installation process for the Train & Assess IT PLI an easy one, please be aware of the following issues:

- Please be sure to periodically visit the faculty support site for new PLI updates: <http://www2.phgenit.com/support/>. Click on the **Support/Troubleshooting>Downloads** menu.
- The PLI should NOT be installed on or run from your network server, but rather will need to be installed on each individual workstation hard drive. Please use available technology in your labs to ensure each desktop is loaded with Train & Assess IT's PLI.
- We recommend uninstalling any previous version of the PLI that you may have currently installed on the machine.

**Permission levels for PHIT folder:** There are basically two types of permissions to be applied for your student user group:

1. Start by applying "Read & Execute" permissions to all folders and files within the PH Train & Assess IT folder. When setting the permissions in Microsoft, you must set permissions for folders and files separately. Use these directions to do so:
  - a. Select all of the folders and right-click on them.
  - b. Click on Properties in the menu.
  - c. Click on the Security tab.
  - d. Select your student user group.
  - e. Uncheck all current "Allow" settings, then place an "Allow" checkmark next to "Read and Execute"

- f. Click on the “OK” button.
  - g. Select all of the files and right click on them.
  - h. Repeat steps b-f for these selected files.
2. Apply “Modify” permissions on the following folders and files:
- Program Files\PH Train & Assess IT\jobs\
  - Program Files\PH Train & Assess IT\temp\
  - Program Files\PH Train & Assess IT\training\
  - Program Files\PH Train & Assess IT\ settings.ini
    - a. Select the three folders mentioned above and right-click on them.
    - b. Click on Properties in the menu.
    - c. Click on the Security tab.
    - d. Select your student user group.
    - e. Uncheck all current “Allow” settings, then place an “Allow” checkmark next to “Read and Execute” and “Modify”
    - f. Click on the “OK” button.
    - g. Select the settings.ini file and right click on it.
    - h. Repeat steps b-f for this selected file.
3. While you need to apply ‘Modify’ permissions to the Training folder, you should change the permissions on the folders and files within this directory to ‘Read & Execute’.
- a. Open the *Program Files\PH Train & Assess IT\training* folder
  - b. Select all of the files in this folder and right-click on them.
  - c. Click on Properties in the menu.
  - d. Click on the Security tab.
  - e. Click the “Advanced” button.
  - f. Select the student user group from the listing.
  - g. Remove the checkmark below the listing:
    - i. Windows XP: uncheck “Inherit from the parent the permission entires that apply to child objects”
    - ii. Windows 2000: uncheck “Allow inheritable permissions from parents to propagate to this object”
  - h. Click the “Copy” button on the prompt that appears. DO NOT click the “Remove” button.
  - i. Click “OK” on this Advanced settings screen.
  - j. Select the student user group
  - k. Uncheck all current “Allow” settings, then place an “Allow” checkmark next to “Read and Execute”
  - l. Click on the “OK” button.
  - m. Select the “external” folder and right click on it.
  - n. Repeat steps c-l for this selected folder.

**Note:** The above directions are intended to be set right after the PLI has been installed. Once the PLI has been run by a student, a new file is sometimes created in the *Program Files\PH Train & Assess IT\training* folder – “errlog.txt”. If you are resetting/changing permissions for Train & Assess IT after students have been using the program, you will need to account for this new file. The “errlog.txt” file needs to have permissions set to Modify, Read and Execute.

Please refer to the User's Guide for installation of the PLI CD. If you have any questions during the installation process, please contact our **Technical Support Team** at: (<http://www2.phgenit.com/support/support/ContactUs.asp>)

### 9) **TAIT: Instructor Instructions for Use – Admin. rights and report pulling**

The lab component of the TB133 course is built around the Performance Based Training and Assessment product- Train & Assess IT (TAIT). The **training component** offers computer-based training that a student can use to preview, learn, and review Microsoft Office application skills. The **assessment component** offers computer-based testing in a task-oriented environment and is used to evaluate a student's knowledge about specific topics in Word, Excel, Access, and PowerPoint Concepts.

For every lab that uses TAIT, students are required to go through at least one of the tutorials in the training component and take one of the tests. Students can move through the material as quickly as they'd like. More advanced students may take multiple tests in any given week to demonstrate proficiency and move into higher levels of material. If a student is proceeding rapidly, you will need to give them access to the advanced course. Directions for doing so are at the end of this document.

*For complete information on the administrative features of Train & Assess IT (TAIT), access the Administrator's User Guide from the navigation bar in your administrative account.*

*Or access FAQs on the Train & Assess IT Faculty Support Site:*

<http://www2.phgenit.com/support>

All of your courses and course content have been created for you by the TAIT technical support team. As an instructor there will be a limited number of tasks you may be asked to perform. (Note that a copy of the **Student User Guide** is provided in the TAIT CD Pack packaged with the student textbook).

|                                |
|--------------------------------|
| <b>Step 1: Getting Started</b> |
|--------------------------------|

You will first need a User ID and Password to log in to your instructor/administrator account. To receive your unique User ID, password, and TB133 Section Course Code **please contact Kateri Drexler (kateri.drexler@pearson.com).**

**This information provides some of the most common administrative tasks in TAIT to help you manage your courses and students.**

**IMPORTANT: To allow your student's access to TAIT, you must first give each student the TAIT Student Welcome Letter located at the beginning of the TB133 Courseware document. Be sure to write in the 8-character TB133 Section Course Code in the space provided on the letter.**

**To access TAIT as an instructor:**

1. Access TAIT at <http://www.phgenit.com>.
2. You will be provided with a User ID and Password to log in to a common administrative account.
3. Download Authorware Web Player: See Student User's Guide for instructions, or click on the "Get Authorware Web Player" icon on any page of the program.
4. Install the PLI CD if you would like to preview the tests and training. Step-by-step instructions can be found in the Student User's Guide. You can then access TAIT by going to Start>Programs>Train & Assess IT.

**Technical Support for TAIT:**

Support for TAIT is always available to you and to your students.

**Instructor Support for TAIT:**

Contact Tech Support from within TAIT by clicking on Contact Tech Support.

|                               |   |
|-------------------------------|---|
| Faculty Support Site:         | <a href="http://www2.phgenit.com/support">http://www2.phgenit.com/support</a>   |
| Faculty Technical Assistance: | <b>1-888-399-5055</b><br><a href="mailto:tasupport@pearsoned.com">mailto:tasupport@pearsoned.com</a>                      |
| Available Hours:              | Monday-Thursday: 9:00am – 8:00pm (EST)<br>Friday: 9:00am – 5:00pm (EST)<br>Sunday: 3:00pm – 8:00pm (EST)                  |
| Online User's Manual:         | <a href="http://www2.phgenit.com/support/support/AdminWalk.asp">http://www2.phgenit.com/support/support/AdminWalk.asp</a> |

|  |
|--|
| <b>Step 2: Log into TAIT as an Administrator</b> |
|--|

**Explanation:** Instructors require administrative access to the program. Special commands and features that are used to create courses, modules, and tests are available only to those with administrative access to the program.

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- A. Enter your assigned Administrator User ID and Password. If you do not have this information yet, **please contact Kateri Drexler (kateri.drexler@pearson.com)**.

The image shows a 'Sign In' window with a blue header. It contains two input fields: 'UserID:' and 'Password:'. Below the fields are two buttons: 'Continue' and 'New User'.

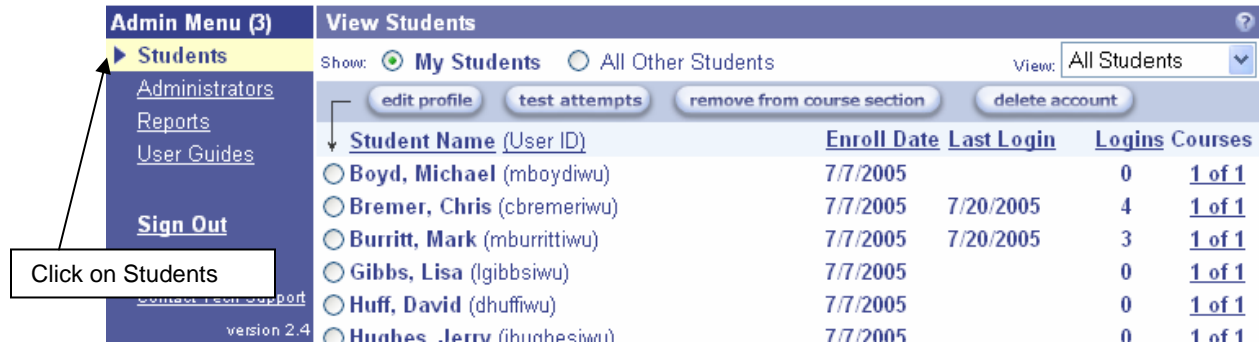
- B. Click **Continue** to proceed with the login process.

The screenshot shows the 'Admin Menu (3)' on the left with links for Students, Administrators, Reports, User Guides, Sign Out, and Contact Tech Support. The main area is titled 'Inbox' and shows 'Show:  Inbox  Sent Messages' and a search box. Below this is a table with columns 'Subject', 'Sent By', and 'Date Posted'. The table is empty, displaying 'No messages found.' and 'Total Messages: 0'. There are 'read' and 'delete' buttons for each row. The 'Records Per Page' is set to 50.

### Step 3: Find Student User ID and Password

Your students will be able to self-register after you provide them with the unique TB133 Section Course Code that you manually write on the TAIT Student Welcome Letter you distribute to them. If you do not have this information yet, **please contact Kateri Drexler (kateri.drexler@pearson.com)**. **The TAIT Student Welcome Letter is located at the beginning of this TB133 Courseware document. Write the unique TB133 Section Course Code in the space provided.**

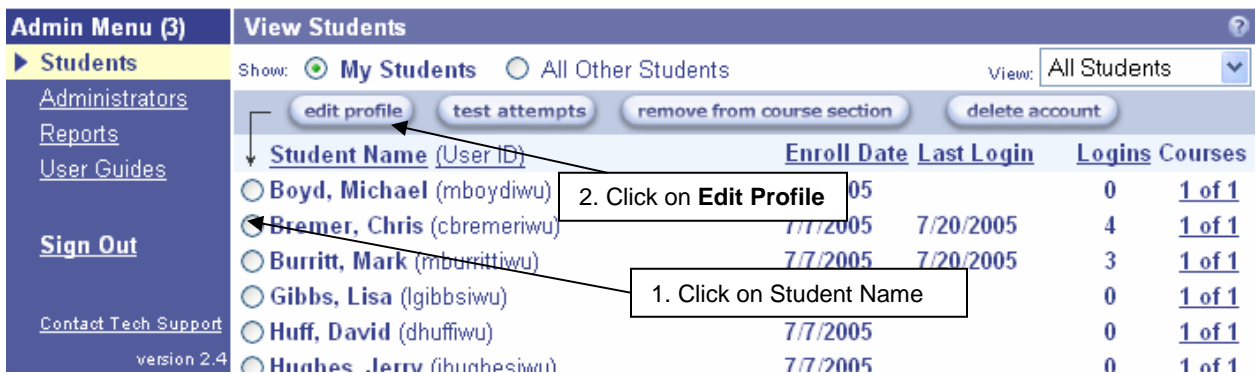
1. In the administrative menu, click on **Students** to see the students who have self-registered so far. **If all students in your course are not listed, remind them to do so.**



|  |
|--|
| Each student who has been added to your PH TAIT system appears in the <b>My Students</b> list. The following information is shown for each student:  |
| • <b>Student Name</b> - Last name, first name  |
| • <b>User ID</b> - The ID used to log on to the system   |
| • <b>Enroll Date</b> - The date a student was added to the system  |
| • <b>Last Login</b> - The date a student last logged on to the system  |
| • <b>Logins</b> - the number of times a student logged on to the system  |
| • <b>Courses</b> - The number of your course sections in which the student is enrolled, and the total number of course sections in which the student is enrolled. Click a listing (for example, <b>1 of 2</b> ) to display a window that lists the course sections in which the student is enrolled. |

**To find a student User ID and Password:**

1. Select the Student Name by clicking on the option button next to the name.
2. Click on **Edit Profile**.



3. The next screen provides the student information for this student, including the **Student User ID and Password**, and the Course this student in which this student is enrolled.

|                                      |   |   |
|--------------------------------------|---|---|
| <b>Admin Menu (3)</b>                | <b>Edit Student</b>   |   |
| <b>► Students</b>                    | <b>Modify the student information below, then click Save.</b> <span>Save</span> |   |
| <a href="#">Administrators</a>       |   |   |
| <a href="#">Reports</a>              |   |   |
| <a href="#">User Guides</a>          |   |   |
| <b>Sign Out</b>                      |   |   |
| <a href="#">Contact Tech Support</a> |   |   |
| version 2.4                          |   |   |
|                                      | First Name: <input type="text" value="Chris"/>                                  | Department: <input type="text" value="mbao65"/>   |
|                                      | Last Name: <input type="text" value="Bremer"/>                                  | User ID: <input type="text" value="cbremeriwu"/>  |
|                                      | E-mail Address: <input type="text" value="bremerc@comcast.net"/>                | Password: <input type="text" value="passiwu403"/> |
|                                      | <b>Available Course Sections:</b>   | <b>This Student's Course Sections:</b>            |
|                                      |   | MBA065 cohort (6zn5ym2p)                          |

**Step 4: Generating and Viewing a Student Report**

**Objective:** Various Reports are available in TAIT. We will go through the main report you will be using to see the students' grades on the tests and the tutorials they have completed.

1. Click on **Reports** in the Admin Menu



The **Reports** page lets you create seven different types of reports that provide a wide range of information about your students and training. The reports are:

- [Student-Training/Testing Report](#) - Provides a comprehensive assessment of each student you select. You can also view detailed results of each test attempt the student has made. *Note: This is the report you will use most often, and referenced here.*
- [Student-Module Report](#) - Lists students who have completed an entire module and the date the module they completed each module.
- [Training/Testing Usage Report](#) - Creates a snapshot of the number of times training or testing has been attempted, and how many students completed the training or testing.
- [Student-Assignment Report](#) - Displays the status of students you specify on the modules they have been assigned.
- [Course Section-Assignment Report](#) - Displays the status of course sections you specify on the modules that have been assigned to them.
- [Individual Test Results Report](#) - Displays the results achieved by each student in a course section on a selected test.
- [Item Analysis Report](#) - Displays the results achieved on each question of a test you select.

2. Click on the **Student-Training/Testing Report**, the first report listed. This is the report most commonly generated, as it has the most options for sorting.
3. Select the information you want to appear in the report, and then click **Generate Report**.

Student - Training/Testing Report
?

i Choose your filter criteria, then click **Generate Report**.
 Generate Report

---

**Students** All Students ▾ [\[click here to specify student\]](#)

**Course Section** MBA065 cohort ▾

**Subjects** All Course Sections  
MBA065 cohort  
All Subjects ▾

**Training/Testing** All Training/Testing ▾ [\[click here to specify training/testing\]](#)

**Training/Testing Status** Any ▾

**Training/Testing Type** All Types ▾

**Score (lowest to highest)** [ ] [ ]

**Attempted After** January ▾ 1 ▾ 2000 ▾

**Attempted Before** July ▾ 20 ▾ 2005 ▾

Select your **Course Section** from the pull down menu

**Records Per Page** 10 ▾

**Font Size** Medium ▾

Select your report settings, then **Generate Report**

Save Settings as Default

Generate Report

4. Once the report is generated, you can resort the data by clicking the column headings.

**Student-Training/Testing Report**

Student: **All Students**  
 Course Section: **MBA065 cohort**  
 Subject: **All Subjects**  
 Test Name: **All Training/Testing**  
 Training/Testing Status: **Any**  
 Training/Testing Type: **All Types**  
 Score: **Any**  
 Completed Between: **1/1/2000 — 7/20/2005**

|                |   |           |           |           |           |             | <a href="#">Previous Page</a> | <a href="#">Next Page</a> |
|----------------|---|-----------|-----------|-----------|-----------|-------------|-------------------------------|---------------------------|
| <u>Student</u> | <u>Training/Testing</u>                       | <u>SC</u> | <u>TY</u> | <u>AI</u> | <u>ST</u> | <u>Time</u> | <u>Last Attempt</u>           |                           |
| Burritt, Mark  | Lesson 6 - Using the Slide Show Shortcut Keys | 100 (A)   | L         | 1         | c         | 00:04:11    | 7/19/2005 8:15:15 PM          |                           |
| Burritt, Mark  | Lesson 6 - Using Slide Show Annotations       | 100 (A)   | L         | 1         | c         | 00:06:09    | 7/19/2005 8:01:09 PM          |                           |
| Burritt, Mark  | <u>IWU PowerPoint 2003 Project 1 Test</u>     | 84 (B)    | S         | 2         | p         | 00:08:33    | 7/19/2005 8:19:47 PM          |                           |
| Burritt, Mark  | <u>IWU Word 2003 Project 1 Test</u>           | 83 (B)    | S         | 1         | c         | 00:01:05    | 7/18/2005 12:51:58 PM         |                           |
| Irizarry, S    | Lesson 1 - Exploring the Web                  | 100 (A)   | L         | 2         | c         | 00:01:05    | 7/18/2005 12:51:58 PM         |                           |

Click on the underlined test to see detailed results for that student

5. After you generate a **Student-Training/Testing Report**, you can click the name of any test in the Training/Testing column to view details of any of the student's attempts on the test. The results are displayed in a separate "Student Report Card" window.

| Student Information                            |   |                                     |
|--|---|-------------------------------------|
| Student Name: <b>Chris Bremer</b>              |   |                                     |
| Test Name: <b>IWU Word 2003 Project 1 Test</b> |   |                                     |
| Date/Time: <b>7/20/2005 5:02:31 PM</b>         | Time In Test: <b>12 minutes, 50 seconds</b> |                                     |
| Questions Correct: <b>11</b>                   | Total Questions: <b>12</b>                  | % of Questions Correct: <b>92%</b>  |
| Objectives Correct: <b>11</b>                  | Total Objectives: <b>12</b>                 | % of Objectives Correct: <b>92%</b> |
| Grade: <b>A</b>                                |   | Score: <b>92</b>                    |

| Objective Name                                       | Status | Essentials Office 2003 Level 1    |
|--|--------|-----------------------------------|
| Organize documents using file folders                | Passed | O-14-19; W1-14-19; WC-14-19       |
| Print documents, envelopes and labels                | Passed | O-22-24; W1-22-24; WC-22-24       |
| Insert and edit text, symbols and special characters | Passed | O-104-106; W1-104-106; WC-104-106 |
| Insert and edit text, symbols and special characters | Passed | O-104-106; W1-104-106; WC-104-106 |
| Print documents, envelopes and labels                | Passed | O-22-24; W1-22-24; WC-22-24       |
| Insert and edit text, symbols and special characters | Passed | O-104-106; W1-104-106; WC-104-106 |
| Organize documents using file folders                | Passed | O-14-19; W1-14-19; WC-14-19       |
| Insert and edit text, symbols and special characters | Passed | O-104-106; W1-104-106; WC-104-106 |

- You can print the report card by clicking the **Print** button at the bottom of the page.

|               |  |         |   |   |   |          |                           |
|---------------|--|---------|---|---|---|----------|---------------------------|
| Bremer, Chris | Lesson 5 - Creating a Table from Existing Text | 0 (F)   | L | 3 | i | 00:00:00 | 7/20/2005 4:15:40 PM      |
| Bremer, Chris | Lesson 6 - Applying a Bulleted List            | 100 (A) | L | 1 | c | 00:02:01 | 7/20/2005 4:11:56 PM      |
|               |  |         |   |   |   |          | <a href="#">Next Page</a> |

Total Records: 125  
Page 1 of 13



- You can also export the data into an Excel spreadsheet if you'd like to keep track of it that way.

### Optional Step 5: Allowing Students Access to Advanced Levels

If students move through the material quickly enough, and take all of the tests required for the lab, they can access advanced materials. An advanced course has already been set up. To allow students to access this course, you will need to provide them with a new 8-character TB133 Section Course Code and a new TAIT Access Code, after which they can self-register. To get these, **please contact Kateri Drexler (kateri.drexler@pearson.com)**.

### Optional Step 6: Allowing Yourself Access to Course Content

It is highly recommended that you go through the TAIT content—the tutorials and the exams—if at all possible. In order to do that, however, you will have to set yourself up as a **student**. Your instructor access does not allow you to view the training material. To set yourself up as a student, you will need a separate user ID and password (you will choose these but they must be different than your instructor ID and password). You will also need a TAIT Access Code. Your TB133 Section Course Code will stay the same. To get your TAIT Access Code, **please contact Kateri Drexler (kateri.drexler@pearson.com)**.

Log out of TAIT if you are currently logged in as an instructor. Start TAIT again.

When the Sign In page appears (Figure 26), click the **New User** button to begin creating your student account.

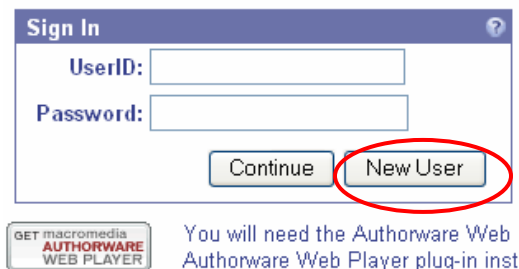


Figure 26

Next, complete all fields on the New User Registration screen. You will need to enter:

- your first and last name;
- a unique User ID and password that you will use to sign in to TAIT as a **student** in the future;
- the 8-character Section Course Code that you gave to your students;
- your TAIT Access Code (from your TAIT CD package or received from Kateri Drexler);



- click the check box to confirm that you agree with the License Agreement. (Note that all fields, including e-mail address, are required).

Follow the instructions in the Student User Guide to access the tutorials and the exams. Note that when you reenter TAIT as an instructor, you will see yourself listed now as one of your students.

*(end of TAIT-specific support tips)*

## **Self-Assessment Library (SAL) -Specific Tips**

### **1) SAL Technical Support**

[http://wps.prenhall.com/wps/media/access/Pearson\\_Default/2971/3042649/help.html#help12](http://wps.prenhall.com/wps/media/access/Pearson_Default/2971/3042649/help.html#help12)

### **2) SAL Unique Access Codes**

A unique Access Code is found inside the SAL Student Access Kit folder packaged with the student textbook. When initially registering in SAL, this unique code can only be used once. Should you discover a student's code has been used previously (they will receive an error upon registration stating "This access code already in use") please contact Evan Girard ([evan.girard@pearson.com](mailto:evan.girard@pearson.com)) for a replacement access code. In an emergency or if Evan is unavailable, your campus Dean or Director has SAL replacement codes.

### **3) SAL Assessment Reports and Results – PRINT, SAVE, SEND**

Remind students to PRINT the results of each assessment immediately following their completion. This way they have a record that they have completed the assessment and can submit the results to the instructor. The printable results don't allow anywhere to add the individual students name on the report so in order to avoid confusion at the printer have the students print their results one at a time. The SAVE button in a SAL assessment is really an option to allow the student to E-MAIL the results to themselves or to the instructor. The SEND button in a SAL assessment is another E-MAIL option. We recommend that students SAVE/SEND (e-mail) the results of each assessment as they complete them so they have record.

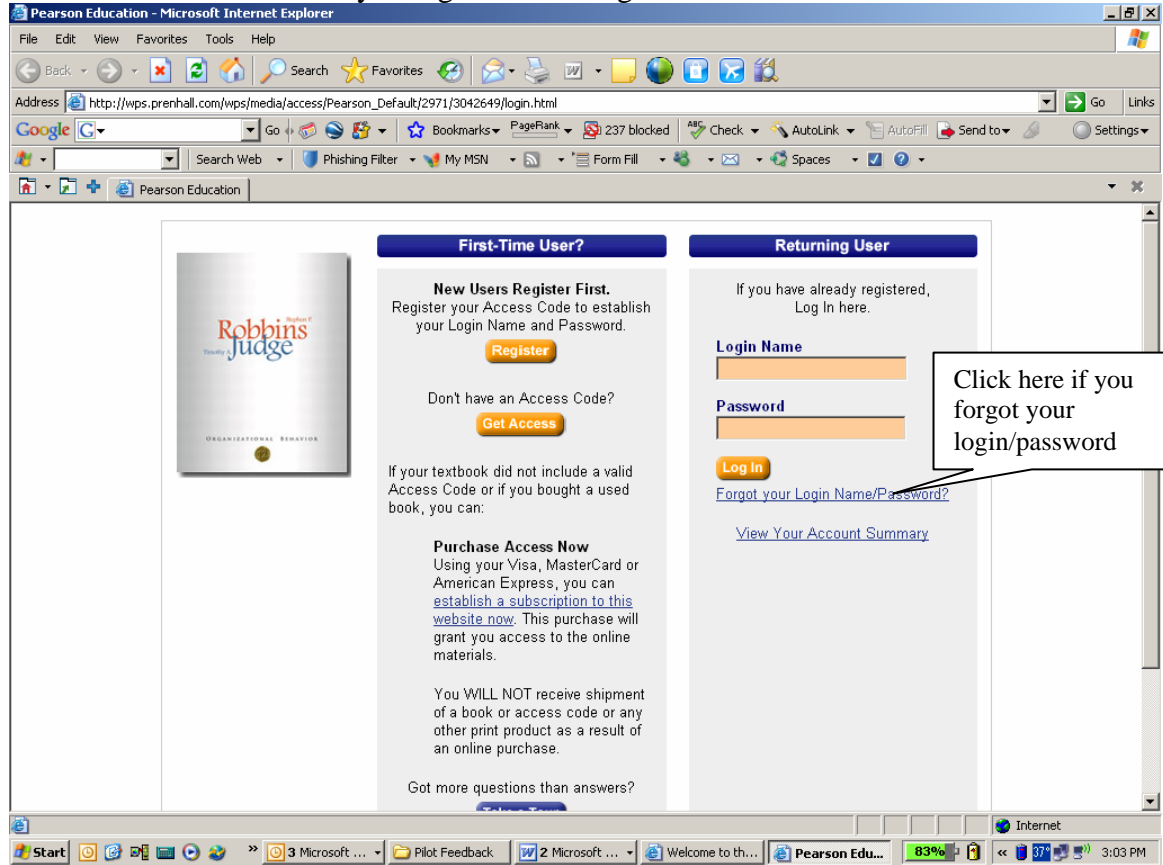
### **4) SAL Using Different Work Stations**

While students can log into SAL from any computer (lab or from home) using their unique Login Name and Password, we strongly recommend that they use the **same work station** when doing their TB133 *assigned* SAL assessments that they plan to submit to the instructor. Otherwise they will find that using different computers won't accurately reflect the history of all past completed assessments. SAL tends to 'memorize' the computer station that a student has used and will only reflect the past work completed on that work station. To avoid confusion, we recommend that students print and/or e-mail their results as soon as they finish an assessment. This will serve as proof that they've completed that assessment. SAL is not designed to track or save a user's results indefinitely. In fact a user is encouraged to re-visit an assessment as

their results will in all likelihood change as they continue to grow and advance in an area of study.

5) **SAL Login Name and/or Password Retrieval**

If a student misplaces or forgets their SAL Login Name or Password, they need **not** re-register in SAL with a new unique access code. Students can retrieve these details by doing the following:



Also, if you click on the Need Help? at the bottom of the page one of the options is:

Logging In

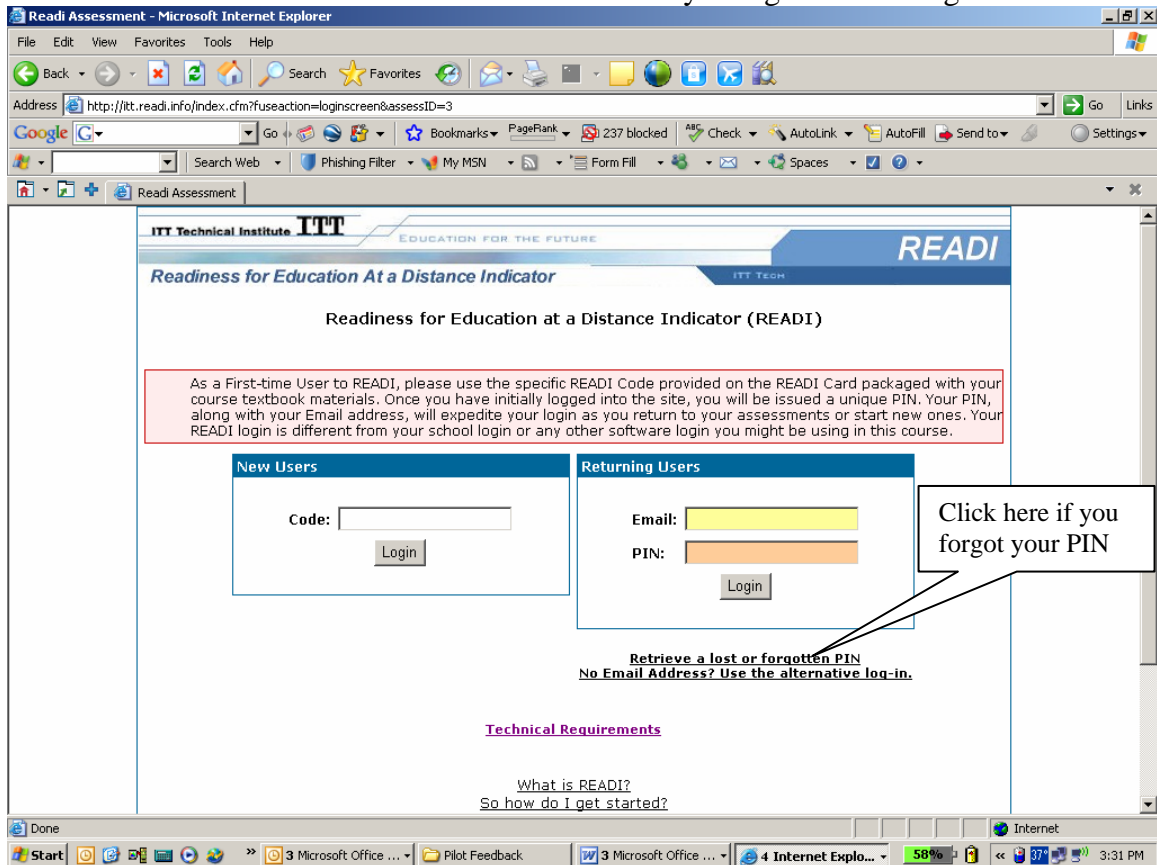
- What if I forget my Login Name/Password?

*(end of SAL-specific support tips)*

**READI -Specific Tips**

- 1) **READI Technical Support**  
E-mail: Support@readi.info  
Phone: (334) 356-8399
- 2) **READI PIN Retrieval**

If a student misplaces or forgets their READI PIN, they need **not** re-register in READI. Students can retrieve these details by doing the following:



*(end of READI-specific support tips)*

## **Roadmap -Specific Tips**

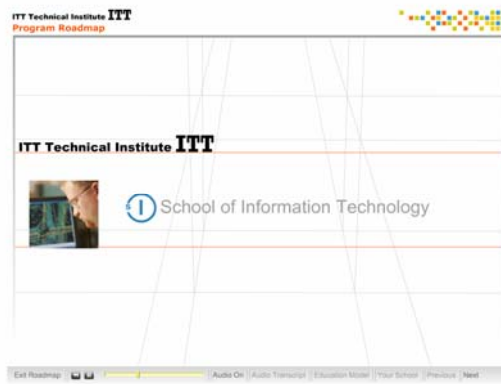
### **1) Roadmap Icon on lab computers**

Please have your Dean or SST install the Roadmap Icon onto the lab computers before the first day of class.

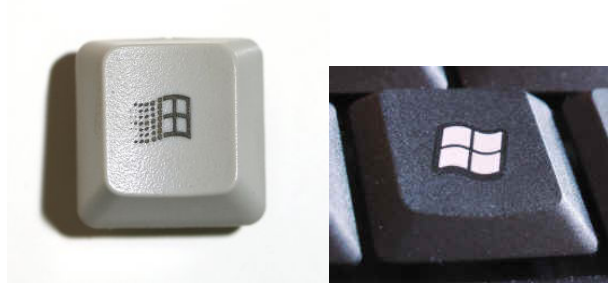
### **2) Roadmap site and MS Word**

If you have trouble viewing the Roadmap site while working in MS Word, try the following:

1. When you are watching the Roadmap presentation, it will be maximized on your screen.

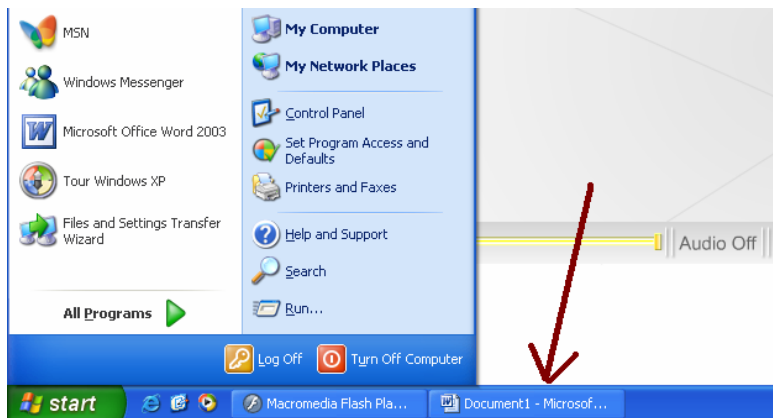


2. To switch between the Roadmap presentation and MS Word, just press the "Windows" key on your keyboard.

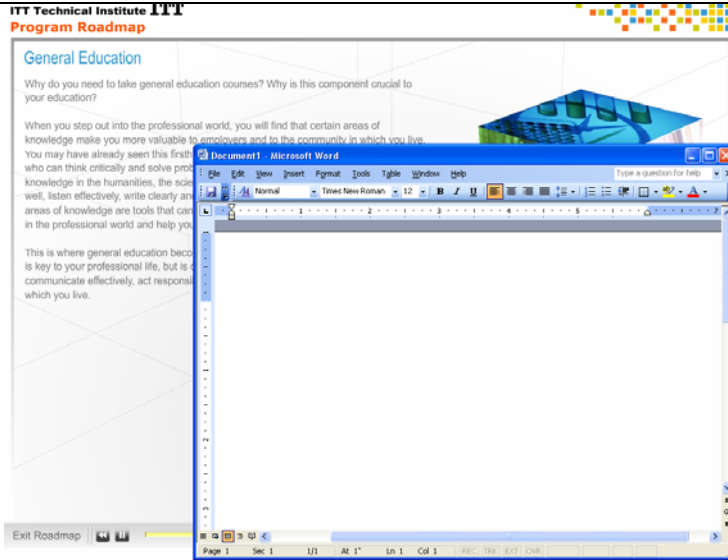


3. Click on the document as displayed in the Taskbar.

If MS Word is not showing on the taskbar, you will need to start it from the start menu.



4. MS Word is now “on top” and you are able to type in the document.



*(end of Roadmap-specific support tips)*

## Appendix Z:

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### Course Objectives and Enabling Objectives

1. Describe technological trends of a global information society that will impact lifelong learning.
  - 1.1. Describe the impact of global trends and information on your personal life.
  - 1.2. Define online learning.
  - 1.3. Describe techniques for adapting personal learning style to online learning and learning with technology.
  
2. Locate and utilize necessary ITT Tech resources.
  - 2.1. Identify ITT Tech school-level resources.
  - 2.2. Identify components of the ITT Tech Student Portal.
  - 2.3. Access important resources on the ITT Tech Student Portal.
  - 2.4. Find academic program and career resource information on the ITT Tech Roadmap.
  
3. Effectively and efficiently use selected productivity software tools.
  - 3.1. Demonstrate selected skills of Microsoft Word elements.
  - 3.2. Demonstrate selected skills of Microsoft Excel elements.
  - 3.3. Demonstrate selected skills of Microsoft PowerPoint elements.
  - 3.4. Demonstrate selected skills of Microsoft Access elements.
  
4. Apply in-class participation, collaborative, peer review, and team skills to form community and support network.
  - 4.1. Participate effectively in class discussions and projects.
  - 4.2. Define the characteristics of appropriate in-class dialogue.
  - 4.3. Describe types of communication.
  - 4.4. Identify stages in team development.
  - 4.5. Apply learning style to collaborating effectively.
  - 4.6. Describe virtual teams.

- 4.7. Describe how virtual teams may affect future learning and working environments.
  - 4.8. Collaborate to solve a problem using critical thinking and research skills.
5. Apply critical thinking to solving problems.
    - 5.1. Identify elements of critical thinking.
    - 5.2. Solve problems using critical thinking skills, given a scenario.
6. Effectively and efficiently use ITT Technical Institute Virtual Library to locate and analyze information and sources.
    - 6.1. Evaluate the validity of information and sources.
    - 6.2. Identify the major components of the ITT Tech Virtual Library.
    - 6.3. Identify different ways of accessing the ITT Tech Virtual Library.
    - 6.4. Use the search features in the ITT Tech Virtual Library to find required information.
7. Prepare a personal success strategy incorporating the need for change, study skills, learning skills, and techniques of effective and efficient learners, including a sense of personal responsibility in addressing barriers to success.
    - 7.1. Describe personal changes that impact lifelong learning.
    - 7.2. Develop a strategy to adapt to life changes.
    - 7.3. Define internal locus of control.
    - 7.4. Develop a reading improvement strategy.
    - 7.5. Identify successful time management techniques.
    - 7.6. Demonstrate the ability to write effective answers to common types of assignments.
    - 7.7. Identify the characteristics of an effective listener.
    - 7.8. Apply information from personal learning style assessment to enhance studying and learning.
    - 7.9. Apply test-taking skills.
    - 7.10. Develop a strategy for personal motivation.
    - 7.11. Identify how attitude affects personal success.
    - 7.12. Identify personal goals and specific actions and behaviors for achieving those goals.
    - 7.13. Describe note-taking techniques.
    - 7.14. Apply personal learning style to identifying compatible, effective study habits.
    - 7.15. Use peer review skills/methods to provide feedback.
    - 7.16. Develop a personal strategy for improving writing skills.

- 7.17. Apply reading comprehension strategy and personal learning style to comprehensive study strategy.
- 7.18. Describe personal attitude toward test-taking.
- 7.19. Apply learning style to effective test-taking strategy.
- 8. Apply problem-solving method.
  - 8.1. Identify steps in the problem-solving method.
  - 8.2. Describe obstacles to problem solving.
  - 8.3. Given a scenario, develop a strategy to solve a problem.



## Course Design Tool

| Unit Number and Name | Key Concepts to be Covered in the Class  | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number  |
|----------------------|--|---|---|---|
| 1—Change             | <ul style="list-style-type: none"> <li>• Introduction: What’s in this Course for Me?</li> <li>• Peer encounter: In-class participation guidelines</li> <li>• Global changes discussion</li> <li>• Short-term goal-setting</li> <li>• Long-term goal-setting</li> <li>• Strategies for change</li> <li>• Introduction to TAIT, READI, Self Assessment Library (SAL), and MS Word</li> </ul> | <p><i>Strategies: Building on Your Best for Career Success:</i></p> <ul style="list-style-type: none"> <li>• Part 1, Chapter 1, “Change” pp. 3–37</li> <li>• Part 2, “Taking a Tour of ITT Technical Institute Resources” pp. 323–336</li> <li>• Part 2, Microsoft Word 2003, Chapter 1, “Taking a Tour of Word 2003” pp. 337–341</li> <li>• Part 2, Microsoft Word 2003, Chapter 2, “Working with a Document” pp. 342–347</li> </ul> | <ul style="list-style-type: none"> <li>• Writing Assignment: Reflect: How do I handle change?</li> <li>• Exercise: Assess: The Change Wheel: Personal and Global Perspectives</li> <li>• Analysis: Plan: Where are you in Relation to Change?</li> <li>• Project: Apply: Your Story of Change</li> <li>• Lab: <ul style="list-style-type: none"> <li>○ 1a: Introduction to READI and SAL</li> <li>○ 1b: Introduction to ITT Tech</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>1.1</li> <li>4.1</li> <li>4.2</li> <li>7.1</li> <li>7.2</li> <li>3.1</li> <li>2.1</li> <li>2.2</li> <li>2.3</li> </ul> |

| Unit Number and Name | Key Concepts to be Covered in the Class  | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number         |
|----------------------|--|---|---|------------------------------------|
|                      |  |   | Student Portal and Campus Resources <ul style="list-style-type: none"> <li>○ 2: Microsoft Word 1 Tutorial</li> </ul>  |                                    |
| 2—Persist            | <ul style="list-style-type: none"> <li>• Locus of control</li> <li>• Negative self-talk</li> <li>• Motivation and persistence: the vital link: in-class activity (required)</li> <li>• Collaborative: Solve a problem of persistence: in-class scenario</li> <li>• Motivational factors</li> <li>• ITT Tech Virtual Library: Tutorial</li> </ul> | <i>Strategies: Building on Your Best for Career Success:</i> <ul style="list-style-type: none"> <li>• Part 1, Chapter 2, “Persist” pp. 39–61</li> </ul> | <ul style="list-style-type: none"> <li>• Team Assignment: Collaborate: Solve a Problem of Persistence: In-Class Scenario</li> <li>• Writing Assignment: Reflect: Quote regarding fear and motivation</li> <li>• Exercise: Assess: Motivation, Needs, and Attitudes</li> <li>• Analysis: Plan: How Do Motivation, Needs, and Attitudes Affect</li> </ul> | 4.1<br>7.3<br>7.10<br>7.11<br>7.12 |

| Unit Number and Name | Key Concepts to be Covered in the Class  | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number |
|----------------------|--|---|---|----------------------------|
|                      |  |   | Persistence?<br><br><ul style="list-style-type: none"> <li>• Project: Apply: Persist and Succeed!</li> <li>• Lab:                             <ul style="list-style-type: none"> <li>○ The ITT Tech Virtual Library</li> <li>○ Your ITT Technical Institute Program Roadmap: An Introduction</li> </ul> </li> </ul> | 2.4<br>6.2<br>6.3<br>6.4   |
| 3—Learn              | <ul style="list-style-type: none"> <li>• “Hang in There: Success is Possible” or “Benefits of ITT Tech”</li> <li>• Learning styles</li> <li>• Personality type and learning</li> <li>• Theory of multiple intelligence</li> <li>• Applying one’s learning style</li> </ul> | <i>Strategies: Building on Your Best for Career Success:</i> <ul style="list-style-type: none"> <li>• Part 1, Chapter 3, “Learn” pp. 63–99</li> <li>• Part 2, Microsoft Word 2003, Chapter 3, “Formatting Text” pp. 389–410</li> <li>• Part 2, Microsoft</li> </ul> | <ul style="list-style-type: none"> <li>• Team Assignment: Collaborate: Learning styles are mapped to team roles, and teams formed with people with requisite strengths assigned to those tasks</li> </ul>   | 4.1<br>4.5<br>7.8          |

| Unit Number and Name | Key Concepts to be Covered in the Class   | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number |
|----------------------|---|---|---|----------------------------|
|                      | <ul style="list-style-type: none"> <li>• Adapting to other learning styles</li> <li>• Collaborative: Learning styles are mapped to team roles, and teams formed with people with requisite strengths assigned to those tasks</li> </ul> | Word 2003, Chapter 4, “Editing Documents” pp. 411–432   | <ul style="list-style-type: none"> <li>• Writing Assignment: Reflect: How do I think I learn?</li> <li>• Exercise: Assess: Your Personal Learning Style and Personality Profile</li> <li>• Analysis: Plan: My Learning Style + My Personality x Focus and Effort = SUCCESS</li> <li>• Project: Apply: Visualize your Best Self</li> <li>• Lab: Microsoft Word 2 Tutorial</li> </ul> | 3.1                        |
| 4—Prioritize         | <ul style="list-style-type: none"> <li>• Identifying stress triggers</li> <li>• Time management</li> <li>• Time management</li> </ul>   | <i>Strategies: Building on Your Best for Career Success:</i> <ul style="list-style-type: none"> <li>• Part 1, Chapter 4,</li> </ul> | <ul style="list-style-type: none"> <li>• Writing Assignment: Reflect: How is stress related to time-management?</li> </ul>  | 4.1<br>7.5                 |

| Unit Number and Name     | Key Concepts to be Covered in the Class   | Content Covered (Textbook and Others)  | Assessment Names (Including Labs, Projects, and Exams)   | Enabling Objectives Number           |
|--------------------------|---|--|--|--------------------------------------|
|                          | <ul style="list-style-type: none"> <li>• and stress</li> <li>• Developing a personal time-management strategy</li> <li>• Time management in the modern world of work</li> <li>• “Hang in There: Success is Possible” or “Benefits of ITT Tech”</li> </ul> | <ul style="list-style-type: none"> <li>• “Prioritize” pp. 101–127</li> <li>• Part 2, Microsoft Excel 2003, Chapter 1, “Taking a Tour of Excel 2003” pp. 511–548</li> </ul>   | <ul style="list-style-type: none"> <li>• Exercise: Assess: Are you a Procrastinator?</li> <li>• Analysis: Plan: Keeping Time</li> <li>• Project: Apply: Time is Not MY Enemy! A Personal Schedule Framework for Today and Tomorrow</li> <li>• Lab: Microsoft Excel Project 1 Tutorial</li> </ul> | <p>3.2</p>                           |
| <p>5—Read and Record</p> | <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Vocabulary and success</li> <li>• Note-taking</li> <li>• Learning style and study habits</li> </ul>   | <p><i>Strategies: Building on Your Best for Career Success:</i></p> <ul style="list-style-type: none"> <li>• Part 1, Chapter 5, “Read and Record” pp. 129–163</li> <li>• Part 2, Microsoft PowerPoint® 2003, Chapter 1, “Taking a Tour of PowerPoint®</li> </ul> | <ul style="list-style-type: none"> <li>• Writing Assignment: Reflect: How Do I Feel about Reading?</li> <li>• Exercise: Assess: Reading Speed and Comprehension: Where are You?</li> <li>• Analysis:</li> </ul>  | <p>4.1<br/>7.4<br/>7.13<br/>7.17</p> |

| Unit Number and Name | Key Concepts to be Covered in the Class  | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number |
|----------------------|--|---|---|----------------------------|
|                      |  | 2003” pp. 581–619   | Plan: My Reading Assessment Chart<br><br><ul style="list-style-type: none"> <li>• Project: Apply: Choose your Assignment for Reading Comprehension Improvement Option A or B:                             <ul style="list-style-type: none"> <li>A. Teach a Junior High Class how to Improve Reading Comprehension</li> <li>B. Personal Improvement Commitment Plan</li> </ul> </li> <li>• Lab: Microsoft PowerPoint 1</li> </ul> | 3.3                        |
| 6—Respond            | <ul style="list-style-type: none"> <li>• Writing effectively, clearly, and concisely</li> <li>• The writing process</li> <li>• Effectively completing writing</li> </ul> | <i>Strategies: Building on Your Best for Career Success:</i> <ul style="list-style-type: none"> <li>• Part 1, Chapter 6, “Respond” pp. 165–195</li> </ul> | <ul style="list-style-type: none"> <li>• Writing Assignment: Reflect: How do I feel about writing?</li> <li>• Exercise: Assess: Get Ready to</li> </ul>   | 4.1<br>7.6<br>7.16         |

| Unit Number and Name | Key Concepts to be Covered in the Class  | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number           |
|----------------------|--|---|---|--------------------------------------|
|                      | <ul style="list-style-type: none"> <li>assignments</li> <li>• Writing for career success</li> <li>• Peer review</li> </ul>   | <ul style="list-style-type: none"> <li>• Part 2, Microsoft Excel 2003, Chapter 2, “Modifying a Worksheet” pp. 549-562</li> <li>• Part 2, Microsoft Excel 2003, Chapter 3, “Improving the Appearance of a Worksheet” pp. 563–579</li> </ul>                        | <p>Write</p> <ul style="list-style-type: none"> <li>• Analysis: Plan: Research and Draft</li> <li>• Project: Apply: Write, and Rewrite, and Rewrite, and Proofread</li> <li>• Lab: Microsoft Excel 2 Tutorial</li> </ul>  | <p>3.2</p>                           |
| <p>7—Remember</p>    | <ul style="list-style-type: none"> <li>• Study Skills: Knowing and understanding</li> <li>• Memorization</li> <li>• Active listening</li> <li>• Learning style and study habits</li> </ul> | <p><i>Strategies: Building on Your Best for Career Success:</i></p> <ul style="list-style-type: none"> <li>• Part 1, Chapter 7, “Remember” pp. 197–219</li> <li>• Part 2, Microsoft Access 2003, Chapter 1, “Taking a Tour of Access 2003” pp. 621–656</li> </ul> | <ul style="list-style-type: none"> <li>• Team Assignment: Collaborate: Peer review exercise</li> <li>• Writing Assignment: Reflect: How do I study best?</li> <li>• Exercise: Assess: Your Learning Attributes Profile</li> <li>• Analysis: Plan: Your Learning Plan</li> </ul> | <p>4.1<br/>7.7<br/>7.14<br/>7.15</p> |

| Unit Number and Name | Key Concepts to be Covered in the Class   | Content Covered (Textbook and Others)  | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number |
|----------------------|---|--|---|----------------------------|
|                      |   |  | <ul style="list-style-type: none"> <li>• Project:<br/>Apply: My Study Strategy for Success</li> <li>• Lab:                             <ul style="list-style-type: none"> <li>○ Microsoft Access 1 Tutorial</li> </ul> </li> </ul>  | 3.4                        |
| 8—Assess             | <ul style="list-style-type: none"> <li>• Test-taking strategies and combating test anxiety</li> <li>• Personal integrity</li> <li>• Test-taking and personal learning style</li> <li>• Project start</li> </ul> | <p><i>Strategies: Building on Your Best for Career Success:</i></p> <ul style="list-style-type: none"> <li>• Part 1, Chapter 8, “Assess” pp. 221–243</li> <li>• Part 2, Microsoft Word 2003, Chapter 5, “Formatting Paragraphs” pp. 433–458</li> <li>• Part 2, Microsoft Word 2003, Chapter 6, “Formatting Documents” pp. 459–465</li> </ul> | <ul style="list-style-type: none"> <li>• Writing Assignment: Reflect: Do I have test anxiety?</li> <li>• Exercise: Assess: Organization Plan Step 1: Where am I now?</li> <li>• Analysis: Plan: Organizational Plan Step 2: Where do I need to improve?</li> <li>• Project: Apply: Organizational Plan Step 3: My Action</li> </ul> | 4.1<br>7.9<br>7.18<br>7.19 |



| Unit Number and Name | Key Concepts to be Covered in the Class   | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number                                      |
|----------------------|---|---|---|---|
|                      |   |   | Plan for Test-Taking Success <ul style="list-style-type: none"> <li>• Lab:                             <ul style="list-style-type: none"> <li>○ Microsoft Word 3 Tutorial</li> <li>○ ITT Technical Institute Program Roadmap: Moving Ahead</li> </ul> </li> </ul>   | 2.4<br>3.1  |
| 9—Think              | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Problem-solving using creative thinking</li> </ul> | <i>Strategies: Building on Your Best for Career Success:</i> <ul style="list-style-type: none"> <li>• Part 1, Chapter 9, “Think” pp. 245–265</li> </ul> | <ul style="list-style-type: none"> <li>• Writing Assignment 1: Reflect: Do others think of me as a problem-solver?</li> <li>• Writing Assignment 2: Powerful Problem-Solving</li> <li>• Lab:                             <ul style="list-style-type: none"> <li>○ ITT Tech Virtual Library 2</li> </ul> </li> </ul> | 4.1<br>5.1<br>5.2<br>6.1<br>6.4<br>8.1<br>8.2<br>8.3<br><br>3.3 |

| Unit Number and Name | Key Concepts to be Covered in the Class   | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)  | Enabling Objectives Number  |
|----------------------|---|---|---|---|
|                      |   |   | <ul style="list-style-type: none"> <li>○ Microsoft PowerPoint 2</li> </ul>  |   |
| 10— Cooperate        | <ul style="list-style-type: none"> <li>• Teamwork and team dynamics</li> <li>• Virtual teams</li> </ul> | <p><i>Strategies: Building on Your Best for Career Success:</i></p> <ul style="list-style-type: none"> <li>• Part 1, Chapter 10, “Cooperate” pp. 267–299</li> </ul> | <ul style="list-style-type: none"> <li>• Team Assignment: Collaborate: Collaborative team worksheet</li> <li>• Writing Assignment: Reflect: Am I a team player?</li> <li>• Exercise: Assess: Teamwork Skills Improvement Plan Step 1</li> <li>• Analysis: Plan: Teamwork Skills Improvement Plan Step 2</li> <li>• Project: Apply: Teamwork Skills Improvement Plan Step 3</li> <li>• Lab:</li> </ul> | <ul style="list-style-type: none"> <li>4.1</li> <li>4.3</li> <li>4.4</li> <li>4.5</li> <li>4.6</li> <li>4.7</li> <li>4.8</li> </ul> |

| Unit Number and Name | Key Concepts to be Covered in the Class   | Content Covered (Textbook and Others)   | Assessment Names (Including Labs, Projects, and Exams)   | Enabling Objectives Number         |
|----------------------|---|---|--|------------------------------------|
|                      |   |   | <ul style="list-style-type: none"> <li>○ Course Project: Time to Work on Course Project: Continuous Improvement Chart</li> </ul> |                                    |
| 11—Adapt             | <ul style="list-style-type: none"> <li>• Learning online</li> <li>• Technology in learning</li> <li>• Personal mission statements</li> <li>• Course summary</li> <li>• Informal course project presentations</li> </ul> | <p><i>Strategies: Building on Your Best for Career Success:</i></p> <ul style="list-style-type: none"> <li>• Part 1, Chapter 11, “Adapt” pp. 301–320</li> </ul> |  | <p>1.2<br/>1.3<br/>4.1<br/>7.0</p> |