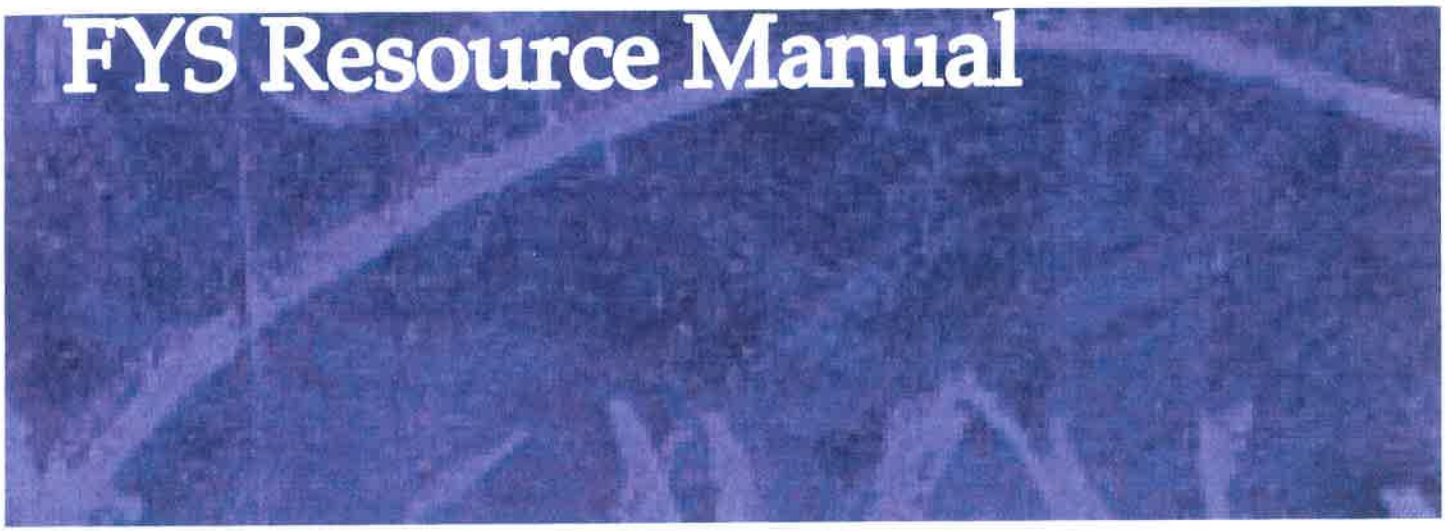
FYS Resource Manual



The UCA Core
Dr. Jacob M. Held, Director
Summer 2016

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What is an FYS course?

First-Year Seminar courses provide a highly interactive, small-class learning environment for entering freshmen. Students will work together in small groups to develop skills in team work and written communication as well as knowledge in one other Core area (Diversity, Critical Inquiry, or Responsible Living) as it applies to the subject matter of the course. Students will also learn about the importance of general education and its place in a college education and the way it is structured at UCA. In addition, these courses offer support for the unique needs of first-year students, providing discussions about issues such as effective study skills and exam preparation as well as orientation information about the comprehensive services UCA provides to support students.

A first-year seminar (FYS) course will provide an intimate educational experience, integrating knowledge and skills within an academic discipline and connecting students to UCA. Further, students would be introduced to the intended outcomes of the UCA Core, and the expectations of their performance as they progress through the university. Any course proposed as a first-year seminar must address the goals and outcomes of the appropriate academic area in the lower-division core (e.g. Sciences, Social Sciences, Humanities, Responsible Living, etc.)

FYS courses are designed and address Communication, including written communication and collaboration, and either the Critical Inquiry, Diversity, or Responsible Living outcomes. Faculty members are, ideally, volunteer or are chosen by their department chairs on the basis of teaching effectiveness and willingness to adapt their course and approach to fit the FYS model.

In addition, FYS courses provide an ideal environment for fostering a student's connection to UCA, to their fellow students, faculty, and the campus. As first year students, new to the university, student in FYS courses could also benefit greatly

from mentorship, from assistance in transitioning from K-12 to college, and the FYS is our opportunity to do so, thus promoting student success.

Required content of the FYS includes the following:

- Written discourse, which will be assessed using the writing rubric Communication Rubric B (Written)
- Collaboration, which will be assessed using the collaboration rubric Communication Rubric C (Collaboration)
- An orientation to the UCA Core mission, purpose, and general learning outcomes, which will be integrated into the course and assessed (The assessment rubric title is FYS Rubric – Knowledge of the Core)
- A focus on the basic principles of the discipline, which will allow the course to fulfill one of the lower-division Core requirements other than communications.

Assessments in these areas will be required for a course section designated as an FYS. But assessment is not what makes FYS unique. What makes FYS courses unique is kind of educational experience and engagement offered the incoming, first-year student.

Thus, First-year seminars include the following:

- Class size must be small (25 students or fewer);
- Faculty must be selected by the department chair and have demonstrated an aptitude for high impact teaching;
- FYS faculty may agree to participate in more thorough development as it is made available (e.g. in teaching writing skills, developing collaborative assignments, facilitating study skills, etc.)

While the recommendation would be that FYS be taken in a student's first semester, it is expected that some students will need to take it the second semester. Transfer

students with more than 30 hours of transfer credit would not be required to take an FYS.

As instructors of First Year Seminars Courses (FYS) you have specific interests, concerns, and questions about how best to serve our first year students. This page will be one resource available to you. It will be continually updated with information and resources relevant to you as an FYS instructor. If you have suggestions contact Dr. Jacob Held, Director of the UCA Core (jmheld@uca.edu) or 501-450-3634.

First Year Seminars: FYS

First-Year Seminar courses provide a highly interactive, small-class learning environment for entering freshmen. Students will work together in small groups to develop skills in team work and written communication as well as knowledge in one other Core area (Diversity, Critical Inquiry, or Responsible Living) as it applies to the subject matter of the course. Students will also learn about the importance of general education and its place in a college education and the way it is structured at UCA. In addition, these courses offer support for the unique needs of first-year students, providing discussions about issues such as effective study skills and exam preparation as well as orientation information about the comprehensive services UCA provides to support students.

UCA CORE – FYS: Knowledge of the Core

This rubric is used to assess students' understanding of the UCA Core in their First Year Seminar (FYS).

Goal : Demonstrates an understanding of the mission, goals, and core values of the UCA Core, how the four core competencies relate to the mission and goals, and how the structure of the UCA Core contributes to the student's education.

This rubric assesses the following specific skill or knowledge areas related to the following goal:

- **Understanding of the UCA Core:** Knowledge of the meaning and interconnections of the components and requirements of the UCA Core as well as their contribution to the student's education as a whole.

How to use this rubric:

- Apply the rubric to at least one assignment.
- For the skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D.
- This rubric is unique among the assessment rubrics since it is only assessed once, during the FYS course. Thus, a student can be expected to master this material during the FYS course.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – FYS: Knowledge of the Core

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Understanding of the UCA Core	Fully articulates the meaning and interconnections of the components and requirements of the UCA Core, as well as their contribution to the student's education.	Discusses the meaning and interconnections of the components and requirements of the UCA Core, as well as their contribution to the student's education but with minimal depth and/or clarity.	Describes the components and requirements of the UCA Core, as well as either their interconnections or contributions to the student's education.	Identifies components and requirements of the UCA Core, but not their interconnections or contributions to the student's education.	Assign a zero for performance that does not meet a score of one (1).

Overall, has this student demonstrated appropriate knowledge and skills for this rubric? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

FYS RUBRIC: Meaning and Purpose

- Why do we assess students' knowledge of the UCA Core?
- Why teach students about the structure of the UCA Core?
- Why do we care if students appreciate the value of general education and the value of how we provide a general education at UCA?

The UCA core is an outcomes based general education program. It focuses not on traditional academic disciplines, but on the development of academic competencies: effective communication, critical inquiry, diversity, and responsible living. These are competencies we at UCA value and have deemed fundamental to the development of well-rounded, educated, and engaged citizens.

The Core has been designed around the idea that at the Lower Division, in our 38 hour LD Core, the student will be introduced to these concepts, and will begin the process of developing these competencies. Then, in the Upper Division (UD Core), in 3000 and 4000 level courses, as students pursue their majors, they will be afforded summative educational experiences where they take the skills and competencies developed in the LD Core and apply them, thus demonstrating growth, and ideally growth relevant to their chosen field of study.

We understand and appreciate the value of these competencies, and of continuously developing them throughout a student's academic career at UCA. But students may not. Thus, in the FYS course, in one of their first experiences at UCA, we reinforce the value of a broad, liberal education, and promote UCA's vision of such an education to our students. We thereby reinforce the value of education broadly speaking, while communicating to our students how their journey at UCA is built upon a strong foundation of fundamental academic and intellectual capacities that will serve them and their community well, regardless of their career path or wherever their life journey may lead them.

We assess our student's knowledge of the core to verify that we are effectively doing so.

Sample Core Assignments

Understanding the Core Assignment

One of the goals First Year Seminar is to help you understand the educational principles that compose the UCA Core. You will complete a two-part assignment to reach this goal. The first part will ask you to create a plan of study based on the requirements for the UCA Core. The second part will ask you to write a 2-3 page essay in which you describe how the goals of the UCA Core will provide you with valuable skills for life after your Bachelor's degree.

Part 1: Create a plan of study to complete the requirements for the UCA Lower-Division Core. To aid in this, you will need to visit the following websites to view the requirements of the UCA Core: http://uca.edu/ubulletin2014/general-policies-information/uca-core/ and http://uca.edu/gened/files/2014/01/uca-core-ld-requirements.pdf. Notice on the checklist there are several options for each category. This allows students to meet the goals of the UCA Core by choosing classes that are meaningful and interesting to them. For this assignment, I want you to indicate which courses you have or plan to take for each category and why. This may be based on personal interest and/or major requirements. The following website has program completion plans for various majors that can assist in knowing which Core courses are required for different majors: http://uca.edu/pcps/. For descriptions of each course go to: http://uca.edu/ubulletin2014/courses/. NOTE: You are not required to actually follow this plan exactly. The purpose of this activity is for you to understand the requirements of the UCA Core and ensure your plan allows you to meet all requirements.

Part 2: Write a 2-3 page essay in which you describe how the goals of the UCA Core will provide you with valuable skills for life after your Bachelor's degree. In your essay, you should address the following: 1) why is general education important?, 2) what are the benefits of UCA's approach to general education?, 3) why are the four goals (and associated outcomes) of the UCA Core personally meaningful to you?, and 4) how will reaching these goals affect various areas of your life (e.g., professionally, personally) after you complete your degree? This essay should be written from YOUR point of view. You must tell me why these goals are important to you and your life, and this will be unique for each person. To complete this essay, first read the information on the following website to familiarize yourself with the goals of the UCA Core: http://uca.edu/ubulletin2014/general-policies-information/uca-core/. Additionally, at the bottom of the page are several web articles that discuss the benefits of general education. Reading these should assist you in understanding why the UCA Core is an important part of your education. You are required to use at least three sources for this essay, one of which MUST be the UCA Core website. The other two may be the web articles listed below, or other sources you discover on your own. You MUST cite the sources and give credit to where the words or ideas are coming from. Without citation, this is plagiarism, which is a serious violation of academic integrity. Essay should be 2-3 pages in length, in Times New Roman, 12 point font, 1 inch margins, double spaced, and citations in APA style.

Web Articles about General Education:
http://education.stateuniversity.com/pages/2006/General-Education-in-Higher-Education.html
http://www.psychologytoday.com/blog/ethics-everyone/201104/the-value-general-education
http://www.collegexpress.com/articles-and-advice/majors-and-academics/articles/college-academics/general-education-courses-not-waste-time/

Prepared by Dr. Dani Archie

Introduction to the UCA Core

for First Year Seminars

What is the UCA Core? Why do students have to take so many classes outside of their majors? How can you make sure to fulfill all of these requirements so that you can graduate?

One of the many functions for which the First Year Seminars were created was to provide all students an opportunity to answer these questions. This handout will introduce you to the UCA Core: Why it is the way it is, what purposes we hope it achieves, and how you can best navigate it to succeed in your college career.

What is the UCA Core?

The UCA Core, as it is currently constituted, was first implemented in Fall 2013. The courses that compose it are partly the result of state requirements, but also arise out of the UCA mission and values. According to the official statements of the University, these are as follows:

> **UCA Brief Mission Statement.** The University of Central Arkansas dedicates itself to academic vitality, integrity, and diversity.
>
> **UCA Core Mission.** The UCA Core is designed to help students develop the knowledge and skills necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world.
>
> **Core Values.** The overarching goal of the program is to develop curious, knowledgeable, articulate, and ethical people who are prepared for greater success in future learning and who are willing and able to make effective contributions to their communities.[1]

As you can see, UCA prides itself on providing more than just job training. If all we were doing was to train you for a job, a very targeted program of study might be sufficient. But think about it: In our rapidly changing world, the skills you need to thrive change constantly. The jobs that formed the backbone of the economy just fifteen or twenty years ago are being replaced. Even in careers that are more stable (say, nursing, engineering, etc.), a person needs to be able to grow and adapt to new approaches and technologies. What good does it do to teach a person specific skills when those skills will become obsolete in a short time?

Instead UCA, like most universities, aspires to create *lifelong learners*, who possess a base of general knowledge and skills they can use to understand and think critically about their world. Today's world needs people who can adapt and change with the times, who know how to learn, think independently, and assume leadership. Just as importantly, a democratic society flourishes only when its citizens

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[1] General Education Council. *UCA Core: Mission, Values, Goals, Outcomes. 2013.* http://uca.edu/gened/uca-core-documents/

think for themselves, evaluate new information, and express their ideas clearly in public discussions. The goal, then, is to educate citizens for a global and rapidly changing world. Education should develop you as a *whole person*, helping you to see and appreciate the world you live in and where you came from, so that you can be more than just a cog in the economic machine.

The strength of the new UCA Core is that it creates a cohesive course of study—pursued through a student's full college career—that builds competencies around four core knowledge and skill areas:

- **Critical inquiry**—the ability to analyze new problems and situations to formulate informed opinions and conclusions;
- **Effective communication**—the ability to develop and present ideas logically and effectively to enhance communication and collaboration with diverse individuals and groups;
- **Responsible living**—the ability to address real-world problems and find ethical solutions for individuals and society;
- **Diversity**—the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.[2]

Previously, there was little connection between general education courses and the courses you took for your major. You had to check off all of the boxes on your sheet, but once that was done, you could forget about it and focus on your major and minor. Now, however, professors will create a continuity between the lower division and upper division courses. The same skills you learned in your intro level Core courses (that is, the four competencies listed above) will continue to be a part of upper division Core courses, some of which will be part of your major or minor.

The Lower Division Core

The UCA Core program is divided into two parts: Lower Division Core (the checksheet that is attached, which you may have seen before) and Upper Division Core. The Lower Division Core requires you to take 38 hours from a variety of areas, each of which is designated to focus on one of the Core Competencies (Critical Inquiry, Communication, Diversity, or Responsible Living). See the UCA Core Lower Division Checksheet (attached) for more information about your options.

In addition to these requirements, every student also must take a First Year Seminar (for you, that is this course!), preferably in their first semester. We've talked a bit about the concept of the First Year Seminar already. It has several main functions. First, it's a smaller class, a *seminar*, with closer interaction with the professor and with other students. In effect, you get to have the best of the college experience right away! Second, all First Year Seminars must have an intensive focus on

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[2] General Education Council. *UCA Core: Mission, Values, Goals, Outcomes. 2013.* http://uca.edu/gened/uca-core-documents/

communication: they are both **writing intensive** (i.e., the essays we'll be doing) and involve **collaborative** elements (in our case, the small group activities and the final presentation). Finally, First Year Seminars must spend some time talking about the UCA Core itself, so students understand what they will be expected to do and why. That's what we're doing now!

So, here's how things break down for your first two years at UCA:

- First year: You must take (a) your First Year Seminar, (b) your first year Writing courses (WRTG 1310 and 1320), (c) your required math class, and (d) one of the two required natural sciences courses.

- Second year: Finish out the additional lower division Core courses that you need to take.

That means that, by the end of your second year, you should be done with lower division Core! This is meant to streamline things, to make it easier for people to graduate on time. Ideally you shouldn't be muddling around in your sixth year of college trying to wrap up one last 1000 level class.

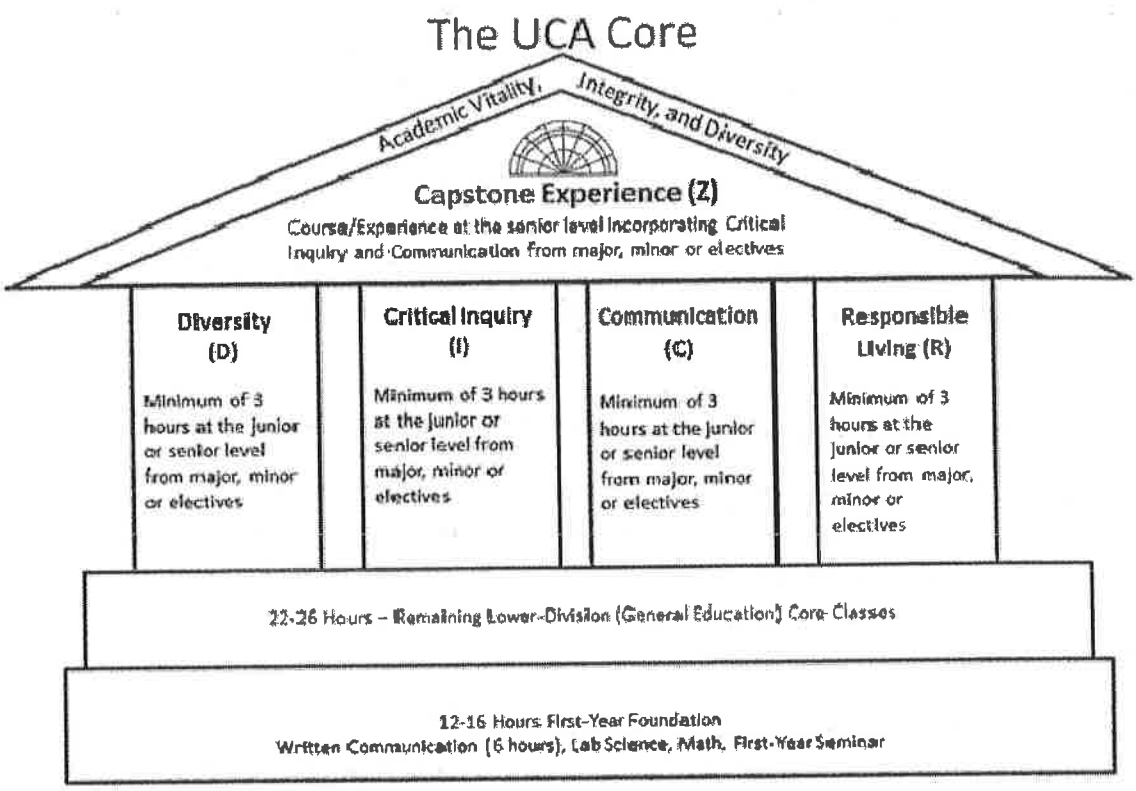
Upper Division Core

The Upper Division Core builds on the courses you take in Lower Division Core. In your third and fourth year, **you will need to take at least one upper division course in each of the four core areas**. That is, you'll need to take one course designated as developing Diversity; one course for Critical Inquiry; and so on. The courses will be labeled as fulfilling these requirements in the bulletin, so that you'll know which ones to take.

Now, there are two reasons this requirement is not as difficult to meet as it might seem at first. For one thing, many departments will have courses in your major, which you have to take anyway, that will fulfill these requirements. You are free to take Upper Division Core courses that are not in your major (and you should), but you may not have to do so. Secondly, many courses will be designated to satisfy *two* of the requirements at once. For example, my upper division course, Greek and Roman Philosophy, will be designated to cover both Critical Inquiry and Communication, so if you took that you could cover two areas with one course.

The last requirement is a Capstone Course, which all students will be required to take in their senior year. The Capstone Course will focus on Critical Inquiry and Communication in its area. In effect, just as the First Year Seminar is your introduction to your UCA experience, the Capstone wraps it up and brings together much of what you've learned.

On the following page, I've included the graphic that the UCA Core Council developed to represent the Core and all of the elements that are part of it.



Hopefully, the UCA Core will challenge you. But that's a good thing! You are likely spending a lot of money to be here; it's important that you get something for that investment. The UCA Core alone provides six out of the 10 educational practices labeled "high impact" by the Association of American Colleges and Universities (AAC&U) (http://aacu.org/leap/hip.cfm):

- first-year seminars and experiences
- common intellectual experiences
- writing intensive courses (at all levels)
- collaborative assignments and projects
- diversity/global learning
- capstone courses and projects

"High impact" educational practices are defined as strategies that have been shown through research to be successful for students from many backgrounds.

Now that you've finished reading this, please fill out the attached worksheet. Include any questions or thoughts that you'd like me to address in class. I am also asking you to find another Core/General Education program from some other university or college (try to locate one outside of Arkansas) that we can compare to our program. **Print out some information about it, and bring that, with the completed worksheet to class for the discussion.**

Composed by Benjamin Rider, September 10, 2013

Name: _____

Thinking about the UCA Core

(6 points for your homework grade)

Instructions: After reading the handouts ("Introduction to the UCA Core"), answer the following items. We will discuss your thoughts and questions about the Core in the next class.

1. As you can see, courses included in the Core program are divided under four headings, building on four "competencies" developed over your time at UCA. Thinking about the descriptions on the handout, the courses listed, and your own experiences so far, **describe what each of the four competencies involves**. Make *specific* reference to the handout, check sheet, and your own classes. (2 points)
   [For full points, you must both describe the competency *and* give specific examples of how that competency would be developed in required Core courses. Look on the checksheet for ideas.]

Critical inquiry:

Effective communication:

Responsible living:

Diversity:

Prepared by Dr. Benjamin Rider

2. Take a close look at UCA's Core Mission and Core Values (page 1 of handout) and the section labeled "What is the value of the UCA Core?" Why does UCA think these *broader* values are important? That is, **why not just train people to do a job?** (1 point)

3. In connection to your answer to question 2, do you agree with UCA's position and with the reasoning I laid out in the "Introduction"? Why or why not? (1 point) [As always, give your honest opinion, whatever it is! I won't be offended.]

4. List at least two questions that you would like to bring up in the class discussion about the Core. (1 points)

5. On the Internet, find information about the Core or General Education program at another college or university (outside of Arkansas, if possible), and compare this to UCA's Core. How is this program different (and better or worse) than the UCA Core? How is it similar? Print out some information about the program, and **hand it in with this completed assignment**. (1 points)

FYS Enrichment Activities

THE FIVE "WHY'S"

The 5 "Whys?": The First "Why?"

Why are you in college?

I want to get a nursing degree.

The 5 "Whys?": The Second "Why?"

Why do you want to get a nursing degree?

I want to care for others.

The 5 "Whys?": The Third "Why?"

Why do you want to care for others?

Caring for others is rewarding to me.

The 5 "Whys?": The Fourth "Why?"

Why is caring for others rewarding?

My family has always emphasized the importance of caring for those in need.

The 5 "Whys?": The Fifth "Why?"

Why has your family always emphasized the importance of caring for those in need?

My father's family came to this country with no money and without speaking the language and were helped by their community.

--adapted from methodologies formally developed by Sakichi Toyoda and used by the Toyota Motor Company to solve root problems and processes rather than treating symptoms and people

1. WHY ARE YOU IN COLLEGE?

2. WHY DO YOU WANT TO _____?

3. WHY _____?

4. WHY _____?

5. WHY _____?

Change Your Mindset for Success

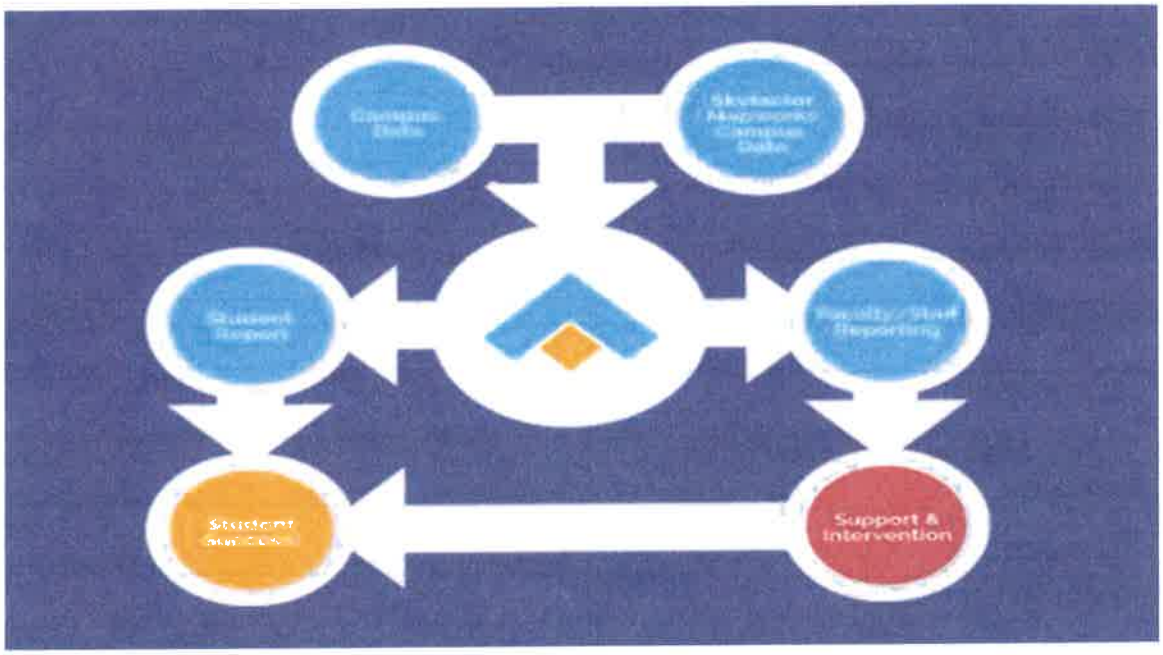
The following activity takes common statements that students may make and asks that you rewrite them to become statements of success.

Statement for Fixed Mindset	Statement for Growth Mindset
Ex. This is a worthless task.	Ex. *By doing this assignment I can practice discipline and focus.*
My teacher doesn't like me.	
This is too hard.	
I don't have time for to complete this task.	
I hate to read/speak in front of others/do things that I didn't think of.	
I don't need to complete my work on time.	
I don't need any help on my work.	
I don't need help with setting goals.	
I don't like my teacher.	
I don't see the need for doing this task.	
When will I ever use this skill?	
I don't learn well from him/her.	
I'm just not good at _____ (fill in the blank).	
This is too hard.	
Other:	
Other:	
Other:	

University of Central Arkansas

Mapworks
Faculty/Staff Information

Skyfactor Mapworks is a holistic approach to student success and retention, providing a platform of information that faculty and staff use to identify at-risk students early in the term. Mapworks identifies the "risk" level of students by using a predictive analytics model, which takes into account uploaded data (High School GPA, ACT/SAT scores, first generation, etc.) and the student's responses to an online survey. After completing the survey, students receive a personalized student report that identifies areas of strength and provides suggested actions and campus resources for areas challenging the student. One of the strongest components of Mapworks is that it allows faculty and staff users to drill down to the specific needs of each student and coordinate relevant intervention.



Student Success Tool

Students can access their personalized student portal by:

1. Logging into MyUCA.
2. Selecting the "MyUCA" tab.
3. Selecting "Student Access to Mapworks" in the bottom right corner of the page.

Student portal contains:

- Direct Connect Faculty/Staff Contact Information
    - Ability to request an appointment based on office hours (if setup by faculty/staff member)
- Campus Resources
- Access to Personalized Student Report
- List of Courses and Instructor Information

Impact of Student Report

GPA by Risk Level and View Status 2013-2014

Risk Level & View Status	N	% of Total for Risk Level	Fall 2013 GPA	N	GPA Difference	Spring 2014 GPA	N	GPA Difference	Spring Cumulative GPA	N	GPA Difference
Redx2 Did Not View Report	259	79.0%	1.4	247		1.7	173		1.68	173	
Redx2 Did View Report	69	21.0%	1.59	66	0.19	1.52	54	-0.18	1.62	54	-0.06
Red Did Not View Report	195	81.6%	1.85	182		1.81	138		1.86	138	
Red Did View Report	44	18.4%	2.25	44	0.4	2.42	33	0.61	2.36	33	0.5
Yellow Did Not View Report	206	75.2%	2.24	200		2.08	162		2.21	162	
Yellow Did View Report	68	24.8%	2.35	68	0.11	2.11	56	0.03	2.21	56	0
Green Did Not View Report	674	62.9%	3.04	657		2.92	575		3.01	575	
Green Did View Report	398	37.1%	3.2	395	0.16	3.09	356	0.17	3.16	356	0.15
Overall Did Not View Report	1334	69.7%	2.43	1286		2.44	1048		2.51	1048	
Overall Did View Report	579	30.3%	2.84	573	0.41	2.76	499	0.32	2.83	499	0.32

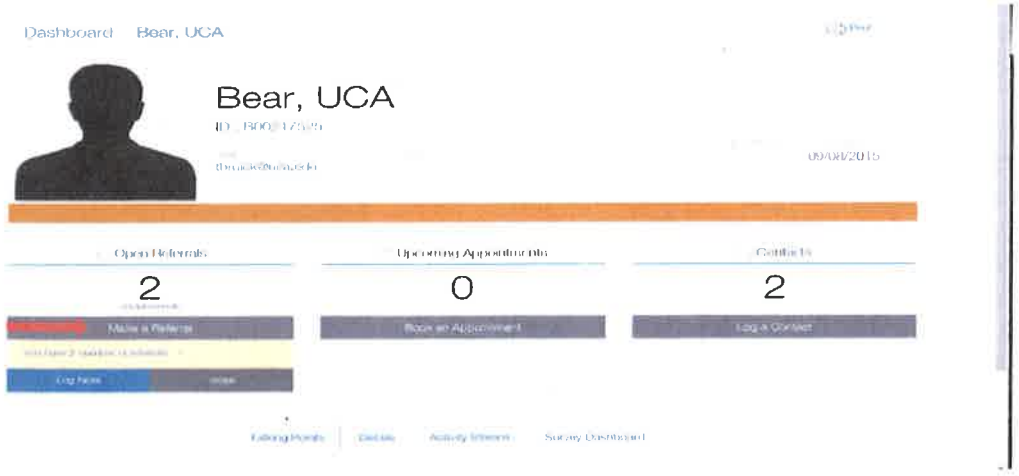
*GPA does not include performance in remedial courses.

**GPA Difference: If positive, students who did review report earned a higher GPA. If negative, students who did not view report earned a higher GPA.

As the chart above shows, students that viewed their Mapworks student report earned higher GPAs on average than those that did not, which is consistent with findings from other Mapworks institutions. Additional analysis from 2013-2014 found that students who reviewed their report were also retained at a higher rate.

Faculty/Staff Referrals

Mapworks allows faculty and staff members to connect students with relevant resources by issuing a referral. You can issue a referral from the student's individual student page, and it will be routed to the correct campus connection based on the topic area such as roommate concerns, financial concerns, or academic planning/performance.



MAPWORKS DATE:	SPECIFIC AREAS INDICATED AS STRENGTHS/WEAKNESSES	SPECIFIC WAYS TO IMPROVE ON UPCOMING ASSIGNMENTS
STOP What am I doing that I should not be doing?		
START What do I need to do that I have not been doing?		
CONTINUE What should I keep doing that I have been doing?		

BE SPECIFIC!!!!

Stress & The College Student

Many people experience stress as they combine busy lives and the demands of study and or work while trying to also save time for friends and family. For some people, stress becomes almost a way of life. We all experience episodic stress – getting ready for a major exam, completing an important paper, perhaps getting ready for an important interview. However, a continuous "state" of stress should not become a way of life. We know that stress – over a prolonged period of time – can have increase certain health risks, to say nothing of the wear and tear that happens to relationships and general wellbeing.

This simple guide uses materials adapted from several college campuses with active stress reduction programs. It explores the origins of stress and provides some basic ways to assess the level of stress you may be feeling and then suggests some easy-to-incorporate ways to decrease the level of stress.

WHAT IS STRESS?

Stress is simply the body's non-specific response to any demand made on it. Stress is not by definition synonymous with nervous tension or anxiety. Stress provides the means to express talents and energies and pursue happiness; it can also cause exhaustion and illness, either physical or psychological; heart attacks and accidents. The important Thing to remember about stress is that certain forms are normal and essential. As the body responds to various forms of physical or psychological stress, certain predictable changes occur. These include increased heart rate, blood pressure (systolic and diastolic), and secretions of stimulatory hormones. These responses to stress will occur whether the stress is positive or negative in nature. In lay terms, it is known as the "fight or flight" mechanism. Continual exposure lowers the body's ability to cope with additional forms of psychological or physiological stress.

Recognizing Stress

The following are indicators that you may be experiencing stress.

- *General irritability*
- *Elevated heart rate*
- *Increased blood pressure*
- *Increased accident proneness*
- *Floating anxiety-anxious feeling for no specific reason*
- *Trembling*
- *Insomnia*
- *Headaches*
- *Indigestion*
- *Pain in neck and/or lower back*
- *Changes in appetite or sleep pattern*

The results of continuing stress may cause disruption in one or more of the following areas of health: physical, emotional, spiritual and/or social. Stress is a process that builds. It is more effective to intervene early in the process rather than later. Try to become aware of the signs that suggest the process has begun.

COMMON STRESSORS IN COLLEGE LIFE INCLUDE:

- Greater academic demands
- Being on one's own in a new environment – with new responsibilities
- Changes in family relations and one's social life
- Financial responsibilities
- Exposure to new people, ideas, and temptations
- Being away from home, often for the first time
- Making decisions, on a higher level than one is used to
- Substance abuse
- Awareness of one's sexual identity and orientation
- Preparing for life after graduation
- Psychological make-up can also play a role in vulnerability to depression. People who have low self-esteem, who consistently view themselves and the world with pessimism, or are readily overwhelmed by stress may be especially prone to depression.

TAKING STRESS SERIOUSLY

For many young adults, college is the best time of life. These critical years of adjustment can also be undermined by depression, anxiety, substance abuse and eating disorders. Researchers are finding that many mental illnesses are traced to trauma, whose damage surfaces in times of stress and change, such as the college years. The statistics listed below are evidence that stress - in ourselves or in someone about whom we care – should be taken and treated seriously.

College students are feeling more overwhelmed and stressed than fifteen years ago, according to a recent UCLA survey of college freshman. More than 30% of all college freshman report feeling overwhelmed - a great deal of the time. Thirty-eight percent of college women report feeling frequently overwhelmed.

Depression affects over 19 million adults in the US annually. At colleges nationwide, large percentages of college students are feeling overwhelmed, sad, hopeless and so depressed that they are unable to function. In a recent national college health survey, 10% of college students had been diagnosed with depression. Women, who tend to be more forthcoming (or are less stigmatized) in seeking treatment for depression, recorded a rate of 13%.

Anxiety disorders affect millions of adults every year, and anxiety levels among college students have been rising since the 1950s. In 2000, 7% of college students reported experiencing anxiety disorders within the previous year. Women are five times as likely to have anxiety disorders.

Eating disorders affect 5-10 million women and 1 million men, with the highest rates occurring in college-aged women. Advantaged, white women are at the highest risk.

Suicide is the eighth leading cause of death among the US population, the third leading cause of death for all those aged 15-24, and the second leading cause of death in college populations.

Individuals who are stressed are more likely to have accidents – including those involving motor vehicles, and, to be more careless with seatbelt use.

According to the Centers for Disease Control and Prevention (CDC), 7.8% of men and 12.3% of women ages 18-24 report frequent mental distress – a key indicator for depression and other mental disorders.

HOW DO YOU RESPOND TO STRESS?

(From N A S Database, 'Stress Management for the Health of It')

Stress affects us on many levels. The following is a list of stress symptoms that are the most typical reactions to stress. Go through and check all that apply. Next, go through and circle the ones that occur the most frequently.

Physical

__ headaches
__ fatigue
__ insomnia
__ weight change
__ colds
__ digestive upsets
__ accident-prone
__ teeth grinding
__ restlessness
__ increased alcohol, drug, tobacco use
__neck and shoulders tighten up/ache
__ pounding heart

Mental

__ forgetfulness
__ dull senses
__ poor concentration
__ low productivity
__ negative attitude
__ confusion
__ lethargy
__ no new ideas
__ boredom

Emotional

__ anxiety
__ the "blues"
__ moods swings
__ bad temper
__ crying spells
__ irritability
__ depression
__ nervous laugh
__ worrying
__ easily discouraged

Social

__ isolation
__ resentment
__ loneliness
__ lashing out
__ clamming up
__ lowered sex drive
__ nagging
__ fewer contacts with friends
__using / manipulating people

Study your list. Which of your reactions cause you the most concern? Did any patterns surface? Can you name one effective way of coping with each of your stress reactions?
[If you need ideas here, look at the next few pages of this article.]

After you recognize the stress reactions and patterns and your best coping mechanisms. you can then create a stress management program to address the stressors in your life.

If, after you complete this informal assessment, you want to know more about the origins of your stress, the College Readjustment Rating Scale on the last page of this resource can give your some indicators.

Remember - it is very important to seek professional help if you are struggling!

STRESS MANAGEMENT STRATEGIES

(suggestions from Indiana University Health Center)

Following are tips on how to maintain a healthier lifestyle and to prepare you to cope with the stress of everyday living.

Structure each day to include a minimum of 20 minutes of aerobic exercise.

Eat well-balanced meals, more whole grains, nuts, fruits and vegetables. Substitute fruits for desserts.

Avoid caffeine. The substance may aggravate anxiety, insomnia, nervousness and trembling.

Reduce refined sugars. Excess sugars cause frequent fluctuation in blood glucose levels, adding stress to the body's physiological functioning.

Reduce alcohol and drugs. These substances may add to headaches, swelling, decrease coping mechanisms, and add to depression.

Get at least 7 hours of sleep nightly.

Spend time each day with at least one relaxation technique - imagery, daydreaming, prayer, yoga or meditation.

Take a warm bath or shower.

Go for a walk.

Get in touch! Hug someone, hold hands, or stroke a pet. Physical contact is a great way to relieve stress.

Some additional suggestions for reducing stress levels and enhancing your college experience:

- **Keep your space and consequently your mind organized.**
- **Go to class.**
- **Keep up with course work (the rule of thumb is two hours of study per one hour in class).**
- **Get involved with campus activities.**
- **Maintain communication with your family.**
- **Take advantage of campus resources and choose a career path.**
- **Form healthy relationships.**
- **Talk to someone about your problems (family member, friend, college counselor).**
- **Get to know your professors.**

Still not convinced you can do anything to reduce your level of stress? If your response to these tips is, "oh sure." When and how do I incorporate one more thing into my already busy life, read on.

HOW TO STAY STRESSED - A TONGUE -N-CHEEK APPROACH

[adapted from Stanford University Campus Health Center]

Apparently, some students enjoy stress. Are these benefits appealing?

- Stress helps you seem important.
Anyone as stressed as you must be working very hard and, therefore, is probably doing something very crucial.

- It helps you to maintain personal distance and avoid intimacy.
Anyone as busy as you certainly cannot be expected to form emotional attachments to anyone. And let's face it, you are not much fun to be around anyway.

- It helps you avoid responsibilities.
Obviously, you are too stressed to be given any more work. This gets you off the hook for all the mundane chores; let someone else take care of them.

- It helps you avoid success.
Why risk being "successful" when by simply staying stressed you can avoid all of that? Stress can keep your performance level low enough that success will not ever be a threat.

- Stress also lets you keep your directive style
"Just do what I say!" is generally permissible under crisis conditions. If you maintain a permanently stressed crisis atmosphere, you can justify telling folks what to do all the time.

Advice for folks who do not already have enough stress in your life - Here are a few more clinically proven methods to stay stressed or to increase your stress level.

Never exercise.
Exercise wastes a lot of time that could be spent worrying.

Eat, drink and smoke anything you want.
If cigarette smoke cannot cleanse your system, a balanced diet is not likely to do it either.

Gain weight.
Work hard at staying at least 25 pounds over your recommended weight.

Take plenty of stimulants.
The old standards of caffeine, nicotine, sugar, and cola will continue to do the job just fine.

Avoid soft, sensitive "woo-woo" practices.
Ignore the evidence suggesting that prayer, meditation, yoga, deep breathing, and/or mental imaging help to reduce stress. The work ethic is good for everyone, always!

Get rid of your social support system
Let the few friends who are willing to tolerate you know that you concern yourself with friendships only if you have time, and you never have time. If a few people persist in trying to actively care about you, avoid them.

Personalize all criticism.
Anyone who criticizes any aspect of your work, family, dog, room, house, or car is mounting a personal attack. Do not take time to listen, be offended, and then return the attack!

Throw out your sense of humor.
Staying stressed is no laughing matter, and it should not be treated as one.

Males and females alike - be macho – or al least stoic!
Never, never ever ask for help, and if you want it done right, do it yourself!

Become a workaholic.
Put work before everything else, and be sure to take work home evenings and weekends. Keep reminding yourself that vacations and time off are for sissies.

Discard good time management skills and work/study boundaries.
Schedule in more activities every day than you can possibly get done and then worry about it all whenever you get a chance.

Procrastinate.
Putting things off to the last second always produces a marvelous amount of stress.

Worry about things you cannot control
Worry about the stock market, earthquakes, the approaching ice age, you know, all the big issues.

Become not only a perfectionist but set impossibly high standards...
And either beat yourself up, or feel guilty, depressed, discouraged, and/or inadequate when you do not meet them."

AN ANALYTICAL LOOK AT STRESS

The College Readjustment Rating Scale is a Rutgers University (Health Services)* adaptation of Holmes and Rahe's Life Events Scale. It has been modified for college age adults and should be considered as a rough indication of stress levels that can have possible health consequences.

Using the College Readjustment Rating Scale – on the following page, each event, such as one's first term in college, is assigned a value that represents the amount of readjustment a person has to make as a result.

To determine your stress score, circle the number of points corresponding to the events you have experienced in the past six months or are likely to experience in the next three months. Then add up the circled numbers and record your answer in the total column.

*http://healthnet.rutgers.edu/stress/stressed_out.asp [accessed June 22, 2004]

Event	Points
Death of spouse	100
Female unwed pregnancy	92
Death of a parent	80
Male partner in unwed pregnancy	77
Divorce	73
Death of a close family member	70
Death of a close friend	65
Divorce between parents	63
Jail term	61
Major personal injury or illness	60
Marriage	55
Fired from a job	50
Loss of financial support from college	48
Failing grade in important or required class	47
Sexual difficulties	45
Serious argument with significant other	40
Academic probation	39
Change in major	37
New love interest	36
Increased workload from college	31
Outstanding personal achievement	29
First term in college	28
Serious conflict with instructor	27
Lower than expected grades	25
Change in college (transfer)	24
Change in social activities	22
Change in sleeping habits	21
Change in eating habits	19
Minor violations of the law (e.g. traffic ticket)	15
Total	

1. Persons with scores of 300 and higher have a high health risk and might consider seeking professional assistance to manage stress.

2. Persons scoring between 150 and 300 have about a 50 - 50 chance of serious health change within two years and may want to do frequent stress self checks to be certain they are coping as well as they think they are.

3. People scoring 150 and below have a 1 in 3 chance of a serious health change, but should still consider stress reduction activities.

Everyone should consider retaking this survey every so often to determine your health risk.

ETS

THE PRAXIS SERIES™

Reducing Test Anxiety

- Recognizing Test Anxiety
- How to Cope
- What You Need to Succeed

This special guide provides practical help for people who suffer from test anxiety. Designed specifically for Praxis test takers but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Recognizing the symptoms of test anxiety is the first critical step, and this book helps you evaluate your own warning signs. From how to organize your study schedule to how to tune out distractions at the test center, these strategies will help you in your efforts to get the score you deserve!

REDUCING TEST *Anxiety*

A Guide for Praxis Test Takers

Introduction

So you want to become a teacher, a school principal, or a paraprofessional. You have discovered that in order to get a license or be hired in your state, you'll have to take a Praxis test (or maybe several tests). You start asking people about the test. One person tells you it's as easy as can be—and anyone who doesn't pass it must be asleep. But another person says it's nearly impossible, and that it covers all sorts of things you've never learned and never will be able to learn by the date of the test. And then, to make matters worse, you buy a test preparation guide at your local bookstore that says you need to spend your time learning how to "beat the test" and "trick the test" if you hope to pass. You're left with the sinking feeling that the test is a mysterious puzzle that only expert test takers can pass successfully.

Under circumstances like these, it's perfectly normal to feel anxious. But there are a few things you should know up front:

Don't believe the rumors you hear about the test

A lot of people will tell you what they think about the test you're planning to take. And some of them might have useful information for you, such as suggestions for what resources to use when you are studying. But others will want to tell you that the test is impossible (to save face if they did not do well themselves) or that the test is ridiculously easy (to appear knowledgeable).

Whether or not you've heard that the test is easy or hard, one thing is certain: The test is too important for you simply to rely on rumors about it. You must learn for yourself what the test covers; then you can decide how well you know the topics covered on the test and thus how much studying and review you will need to do before taking the test. This booklet is designed to dispel some of the myths about Praxis tests and to help you find the correct information you need about your test.

Don't waste time on "beat the test" strategies

There are a number of test-prep books and classes out there that advertise "short-cuts" for studying, such as methods for finding the answers to multiple-choice questions or "secrets" for fooling essay-test scorers into giving you a high score. But the truth is, you can't trick your way to a high score. The best use of your study time is to make sure you know what is covered on the test and to review topics you don't know very well. Spending valuable time during the test trying to uncover the answer through other means will just waste time—and it won't get you to the correct answer. Believe it or not, the question writers always aim to be as clear and as direct as possible, and they don't use tricks to hide the answers from you. So, choose wisely when you look for a study guide for the test. ETS does publish study guides for many of its tests, but whether or not you purchase a study guide from ETS, make sure you choose a guide that gives you reliable information about what the test covers and what the questions look like.

The Three Things You Need To Succeed:

The best way to maximize your performance on your Praxis test is to make sure you do three things: prepare, stay organized, and practice.

Preparation

Your preparation for the test should include learning what the test covers and studying areas you don't know very well. It should also include using strategies for reducing test anxiety as part of your studying.

Organization

Staying organized includes creating a clear, targeted study plan for the weeks leading up to the test and sticking to that study plan.

Practice

Practice includes, well, practicing for the test: The more you are accustomed to sitting for a period of time, answering test questions, and pacing yourself, the more comfortable you will feel when you actually sit down to take the test.

Most of what you'll read in this booklet will sound, on some level, like common sense. But if you are like most people, you know what you should do to combat test anxiety—you just can't seem to actually do those things. So, while you might think, "I've heard it all before," you should still read this booklet carefully. And then you should read it again. (But not all in one sitting—try to return to this book several times over the course of your studying.)

Why? In the first place, you will probably learn things you didn't know about Praxis tests and about test anxiety. And in the second place, keeping the issue of test anxiety in the forefront of your mind is part of tackling that anxiety. Test anxiety isn't something you can take care of the night before the test with a good night's sleep and a nice dinner, or with a nutritious breakfast on the morning of the test day (though that can certainly help). It's something you need to incorporate into the earliest part of your study plan, so that the techniques for dealing with test anxiety have become second nature to you by the time you actually take the test.

How Do You Know Whether You Have Test Anxiety?

Test anxiety can strike you in two places: in your head, and in your body. Here are some signs that may indicate you have it:

Signs of test anxiety in your head

- mental blank-out
- racing thoughts
- difficulty concentrating
- negative thoughts about:
  - past performance
  - consequences of failure
  - how everyone else is doing
- knowing the answers after the test, but not while taking it

Signs of test anxiety in your body

Test anxiety can manifest itself physically, just like other forms of stress and anxiety. Some of the symptoms you may experience are:

- nausea
- cramps
- faintness
- sweating
- headache
- dry mouth
- increased breathing rate
- fast heartbeat
- tense muscles

A tiny amount of anxiety isn't bad—it's actually helpful to be "up" when preparing for and taking a test—but if you are showing some of these symptoms, your level of stress may be too high. It may be at a level that can hurt your preparation and your performance.

How Can You Cope With Test Anxiety?

Causes and cures

You can tame test anxiety by dealing with the causes. There are things you can do before the test, during the test, and after the test.

Let's start with the two main causes for test anxiety. These are things you may have a good reason to be concerned about:

1 CAUSE: You are unfamiliar with the test.

CURE: Learn about the test.

It sounds obvious enough, but a lot of people who have test anxiety deal with it by avoidance. They hope that if they avoid confronting the thing that is worrying them, it will go away. Of course, it doesn't go away, so the first thing you can do to deal with your anxiety is to make sure you know the basic facts about the test.

The Praxis Series™ publishes *Test at a Glance* materials for its tests. The information is available online, free of charge at www.ets.org/praxis or www.ets.org/parapro for the ParaPro Assessment.

The *Test at a Glance* materials contain all of the basic information you need to know about your test, including:

- How many questions are on the test
- What format the questions are in (for example, multiple-choice or constructed-response)
- How much time you have to take the test
- How your answers are scored (for constructed-response tests), including whether you should or should not write in essay format
- What topics are covered on the test
- What some of the questions look like

The first time you read the *Test at a Glance* materials, don't worry about answering the sample questions. Simply browse through them to get a feel for what they look like. Note the length of the questions and the variety of topics they cover. The *Test at a Glance* materials usually contain only a few sample questions. If you are unfamiliar with some of the topics covered in the sample questions, keep in mind that the test will cover a much broader range of topics, including those that are probably more familiar to you. You should also look at any directions from the tests that are reprinted in the *Test at a Glance* materials. Read them carefully to make sure you understand what is being asked.

My notes

2 CAUSE: You feel you haven't mastered the subject being tested.

CURE: Make an organized study schedule and stick to it.

If you look at the topics covered on your test and start to worry that you haven't mastered those topics, first take a deep breath and remember that worrying is not going to do any good. Keep in mind that you are not expected to answer every question correctly to pass the test. Every test taker has a unique educational background and a more thorough knowledge of some topics than others.

If you feel you need to review a few of the topics covered on the test, you will need to create an organized study schedule and stick to it. Stay organized by creating a study plan that outlines what you're going to work on, where you're going to find helpful resources, and when you're going to undertake each step. As you review the topics and improve your mastery of them, you should use the various resources that are available to you: textbooks and notes from your courses, and perhaps knowledgeable people you can talk to, such as professors. Make sure your study schedule sets out manageable tasks for you to accomplish within a reasonable period of time.

Remember that studying means more than just highlighting words in a textbook. For the test, you should have a good understanding of the important terms and concepts. You should be able to define them in your own words and be able to explain why they are important. Look for ideas that are similar and ask yourself whether you can explain the differences.

When you have accomplished each study task you have planned, cross it off your schedule so you experience a sense of accomplishment.

If you feel you are unfamiliar with most or all of the topics covered on the test, you should consider whether you are ready to take the test. If possible, delay your testing date until you have had more time for review. Rushing into taking the test will not help you succeed. You may also need to consider whether you have received enough training in your field for you to succeed on the test. Have you taken the necessary courses? Did you retain most of the knowledge you gained in those courses? If you're not sure whether you are ready to take the test, try to gain advice from an advisor or a professor at your college or university.

Try very hard to stick to your study schedule. If you find you are procrastinating, that can be a sign of negative thoughts, one of the important causes of test anxiety.

My notes

3 CAUSE: You have negative thoughts.

CURE: Counter them with positive thoughts and actions.

Negative thoughts can throw you off your study schedule, and they can also distract you or make you freeze up during the test. Do you ever find yourself troubled with thoughts like these?

- I always do poorly on tests.
- I'm going to flunk this test.
- If I don't pass this test, I'm a failure.
- Everyone else is so much smarter than I am.
- I won't be able to keep my job.

One way to recognize that thoughts are negative is when they're extreme ("I'm so dumb") or in all-or-nothing terms ("If I don't pass, I'm finished").

The time to deal with negative thoughts is now, before the test. Take out a piece of paper and write your negative thoughts in a column. Then, for each one, write a positive thought that argues against it. Here are some examples:

NEGATIVE THOUGHT	POSITIVE THOUGHT
I always do poorly on tests.	I've got a better study plan for this test than I ever had before.
If I don't pass this test, I'm a failure.	I'm going to pass, but if I don't, I can bounce back.
The test is going to have trick questions.	The test is designed to let me show what I know, and I know all the formats of the questions.

Save this list (and add to it when necessary). Whenever you find those negative thoughts coming back, remind yourself of all the positive things you have going for you.

One particular kind of negative thinking that affects more people than you might realize is perfectionism. Do you find yourself procrastinating when you should be studying for the test? It may be because you've set an unrealistic goal for yourself. It may be that you are waiting until the last minute to study so that you can give yourself an excuse for not doing well. (Have you ever done this with homework assignments?) Here are some examples of perfectionist thoughts and the realistic thoughts that argue against them:

PERFECTIONIST THOUGHT	REALISTIC THOUGHT
There's an impossible amount of things to learn for this test!	I don't need to know the answer to every question; I just need to pass.
My knowledge of one of the topics is really shaky.	I don't need to know everything about every topic. Also, if I start now, I can learn more about the topics in which I know I'm weak.

My notes

4 CAUSE: You believe certain myths about tests.

CURE: Learn the truth about tests.

Studying with friends can be very helpful, but sometimes friends can also be the source of a lot of false information about the tests. Don't pay attention to wild rumors about the test. There are many myths that circulate about tests, but they are just that—*myths*. Here are a few myths you may have heard, and the realities (from the experts at ETS):

MYTH vs. REALITY

MYTH: The first question is always a "trick" question to throw you off.

REALITY: No question is ever written to throw you off. The test makers analyze how people have responded to each question, and if there is ample evidence that a question is confusing, the question is not scored and is removed from future tests.

MYTH: The same answer choice never appears more than three times in a row.

REALITY: There are no rules about answer choices. Simply answer the questions to the best of your ability and don't worry about answer choice patterns.

MYTH: The questions are written to test how well you take standardized tests, not to test what you actually know.

REALITY: Every question is written to test a specific skill or piece of knowledge.

MYTH: Tests are designed so you have to answer each question really quickly, and you're not likely to have time to answer them all.

REALITY: Tests are designed so that most test takers will have enough time to answer every question.

MYTH: Hard questions are worth more points than easy questions.

REALITY: In any one section of a multiple-choice Praxis test, all of the questions count for an equal number of points. Therefore, if you find a question very difficult, you should skip it (save it for later), because the easy questions are worth just as much.

MYTH: Tests are full of biased questions.

REALITY: Test makers do everything they can to ensure that biased questions are kept off tests. Every question is reviewed carefully to ensure that it does not contain biased subject matter, overly specialized language, or something that might be upsetting or distracting. After tests are given, researchers analyze the way different groups of people answered different questions. If they find, for example, that female test takers tend to answer a certain question differently from male test takers, the question is not scored and is removed from future tests.

You have probably heard many other myths about standardized tests, but the important thing to do is find out the reality and ignore the myths. That's because the only person you hurt when you pay attention to myths is *you*. You need to answer each question on the test based on your knowledge of the topic being tested. If you pause to worry about each of the myths instead ("What if this is a trick question?" "What if I want to answer C, but I've already answered C three times?"), you're not going to answer to the best of your ability.

Similarly, many test-prep books on the market imply that there are lots of secrets behind test-question writing and that if you know the secrets, you can answer the questions correctly whether or not you know the topics the questions are asking about. But this too is a *myth*. The question writers create questions to test your knowledge of and skill in important topics—*period*.

Don't waste valuable studying time on learning "tricks" that won't really help you on the test. You should simply make sure you know the kinds of questions covered on the test and practice answering those questions.

My notes

5 CAUSE: Your body shows signs of anxiety.

CURE: Take care of your body, and your mind will benefit.

If you start to see physical signs of test anxiety, you may need to take better care of your body.

- Eat well and exercise. Be especially careful that you don't disrupt your regular eating and exercise schedule to study for the test. Continuing your activities as usual will help you maintain your emotional and physical well-being.
- Studies have shown that lack of sleep can contribute to memory loss and lack of concentration, so get plenty of sleep throughout your studying schedule, and especially the night before the test. Lack of sleep could catch up with you at just the wrong time—when you are taking the test—so always be sure to get enough sleep.
- Continue to socialize with friends and family, and take study breaks regularly. Your emotional health is as important as your physical health for minimizing anxiety, so make sure you take time for some social interaction.
- Surround yourself with positive people who support your studying. Try to avoid friends and acquaintances with negative attitudes, especially negative attitudes about the test itself.

My notes

6 CAUSE: Tension reinforces itself and builds up.

CURE: Practice tension-release exercises.

When you are feeling anxiety, the tense feelings in your body can build up. You need to learn how to break the cycle of anxiety by teaching your body how to release tension. Like most of the other tips in this booklet, this is not something to work on the night before the test. Practice the following techniques for several weeks or months:

- When you start feeling anxious, take a couple of long, deep breaths and exhale slowly. While you do this, it may help you to close your eyes and imagine a peaceful setting, such as a quiet, tree-lined pond.
- When you feel your body tensing up, focus on a particular group of muscles (e.g., the shoulders or scalp), and first contract them for about 10 seconds and then let them relax. Concentrate on the difference in the feelings and repeat the exercise, trying to get the muscles to relax more each time.

When you've become proficient in these techniques through practice, you'll be able to use them during the test whenever you feel anxiety creeping up on you. They take only a few seconds to do and can make the test session a lot less stressful.

My notes

7 CAUSE: You allow the test environment to get on your nerves.

CURE: Tune out distractions.

The testing supervisor will try to make the environment conducive for taking a test. However, the reality is that not all aspects of the environment can be controlled. Another test taker may have a cough or the sniffles, or the room may be crowded, or the temperature may be warmer or cooler than you like. Dress in comfortable clothing and in layers so you are ready for either warm or cool rooms.

You can't control everything that will happen there, but you can help minimize the distractions you might encounter.

- Try to avoid arriving too early or too late. Make sure you know how to get to the test center and how much time it will take you to get there. (Be sure to consider the likely amount of traffic on the day of the test.)
- After you arrive in the testing room, choose a seat away from doors, aisles, and other high-traffic areas.
- Sit by yourself and don't chat with others. Even if you know other people taking the test, nervousness and anxiety can be contagious. By now you should know everything you need to know about the test, so if you learn anything new from your friends at the test site, it's likely to be a myth—and the *worst* time for you to hear a myth is right before the test begins.

You should also arrive with a ready-to-use strategy for dealing with any distractions that may come up. One strategy is mentally repeating a word or phrase (such as "Remain calm") as a tool for focusing your mind. You may have some other strategy that works for you. Whatever strategy you choose, try to use it while you're studying for the test. Not only will it help you feel better, but it will also be second nature by the time you arrive to take the test.

My notes

8 CAUSE: Your mind goes blank or it wanders.

CURE: Stay focused.

Many people get so nervous when they first open their test book that their minds "go blank" or start to race with unrelated thoughts. To avoid this, arrive at the test with a plan for how you will start the test. When the test supervisor tells you that you can begin, don't race to answer the first question. Instead, take a minute or so to browse through the test, page by page. Don't try to read the questions; just look at them one by one. This will help emphasize that there are no surprises awaiting you—just the test you have been preparing for.

After you have browsed through the test, then begin to answer the questions. It often makes sense to start with the first question, but you can start with any question you wish. Remember that you are not expected to answer every question correctly, so go into the test mentally prepared to encounter questions for which you do not know the answer. Also remember that you can skip difficult questions and return to them later if there is time.

If you "go blank" when facing a constructed-response question (one that asks for an essay or a few sentences or diagrams), remember that *action fights anxiety*. Start jotting down *anything* on a piece of scrap paper. Once you start writing, you are more likely to find ideas taking shape in your head. Then you can start to organize your actual response.

For multiple-choice tests, your score is based on the number of questions you answer correctly; therefore, skipped and wrong answers will not count against you. Work as rapidly as you can without sacrificing accuracy. Do not spend too much time puzzling over a question that seems too difficult for you. Answer the easier questions first, then return to the harder ones. Try to **answer every question even if you have to guess.**

My notes

Final Words...

Practice, practice, practice

Remember the three things you need to succeed—preparation, organization, and practice? Well, if you have test anxiety, practice is especially important. The more you become accustomed to taking the test, the better control you will have over your anxiety when you take the actual test. Even practicing just sitting and focusing for a long period of time is important.

If there is a Praxis Study Guide and/or practice test available for your test and you choose to purchase it, answer the practice questions in the Study Guide several times. You may want to use the practice questions to identify areas in which you need more studying, but you should also answer the practice questions several times when you don't worry about "content" issues. Instead, your goal should be simply to answer the questions to get used to taking the test. Time yourself, and get accustomed to the amount of concentration you need to stay focused on the test for the duration of the testing period. Discover the level of pacing that works best for you, and take the test until that pacing starts to feel natural.

Make sure that all of your studying and practicing is finished several days before the test. Try to set aside the day before the test for rest and anxiety-free activities, such as exercise or socializing. Don't use that last day for more studying or taking a practice test.

Find a coach

If your level of test anxiety is high—that is, your mental or physical symptoms prevent you from preparing for the test—you should consider finding a coach to help you work through your anxiety. Your coach could be a supportive friend or family member, or it could be someone you find through your school or tutoring center. With your coach, make a list of your fears about the particular test you will take and about your fears of test taking in general. Next to each fear, write down the specific steps you will take to help conquer each fear. For example, if your fear is that you will "freeze up" during the test, some specific steps you might take could include (1) taking the practice test, timed, once a week, and (2) using your relaxation techniques to help you fight tension during the test. You should even consider making a separate "study schedule" for working through your anxieties, so that you work on each fear methodically and regularly.

And remember...

Test anxiety feeds on the unknown; the more you know about the test, and the more you know about your own anxieties and how to conquer them, the less test anxiety can control you.

Good luck!

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Written Communication Section

Written Communication

- Written communication is the development and expression of ideas in writing.
- Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.
- Written communication abilities develop through iterative experiences across the curriculum.

Communication courses have always been at the heart of Western education. Numerous studies have shown that writing promotes cognitive activity, develops critical thinking skills, and is, in effect, an act of learning. Drawing on the work of Lev Vygotsky, Jean Piaget, Jerome Bruner, and John Dewey, Janet Emig (1994) notes that "learning is the re-organization or confirmation of a cognitive scheme in light of an experience" (p. 92). For many learners, that re-organizational experience takes the form of writing, a process that involves the hand, the eye, and the brain simultaneously to reinforce cognition. As Charles Bazerman (1994) points out, students "not only learn to write but write to learn" (p. xiv).

In any course, a combination of writing to learn and writing in the disciplines gives students the chance to become successful writers and scholars in their field. They are able to integrate themselves more deeply into the learning process and better grasp the differences in discourse communities across fields of study than through traditional lecture classrooms.

To that end, writing-intensive courses use writing as a tool for learning and provide ample opportunities to write in the discipline. The discovery that the written expression of information expands the learning process provides the philosophical basis of a written communication emphasis.

Toby Fulwiler (1986) asserts that "The more students write, the more active they become in creating their own education: writing frequently, for themselves as well as their instructors, helps students discover, rehearse, express, and defend their own ideas" (p. 35).

Developed from, "Redesigning General Education at the University of Central Arkansas: Report prepared by the General Education Task Force, Sept. 4, 2012" Located at: http://uca.edu/core/files/2012/09/GETF-Report-Final-Draft__RedesigningGeneralEducation-UCA.pdf

UCA CORE – Communication Rubric B (Written)

This rubric is used to assess students' progress towards *Goal B* of the *Effective Communication* area of the UCA Core.

Effective Communication: the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes.

This rubric assesses the following five specific skill or knowledge areas related to Goal B:

- **Central Message:** The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.
- **Organization:** The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.
- **Supporting Material/Evidence:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.
- **Context and Audience:** The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.
- **Control of Syntax and Mechanics:** The use of language to communicate meaning, including word choice, sentence and paragraph structure, grammar, punctuation, and spelling.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment. ***NOTE:*** *The student's work should be scored in each area according to genre and disciplinary conventions (i.e., the formal and informal rules inherent in the expectations for communicating in particular forms and/or academic fields).*
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – Communication Rubric B (Written)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Central Message	Central message is compelling, reinforced, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not reinforced.	Central message can be deduced, but is not explicitly stated.	Assign a zero for performance that does not meet a score of one (1).
Organization	Organizational pattern is clear and consistent, polished, and makes the content cohesive.	Organizational pattern is clear and consistent.	Organizational pattern is partially developed.	Organizational pattern is poorly developed and unclear.	
Supporting Material /Evidence	Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Selects sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Uses some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Uses insufficient or inappropriate supporting materials.	
Context and Audience	Demonstrates a thorough understanding of the context, uses compelling language appropriate to the audience	Demonstrates adequate consideration of the context and uses thoughtful language given the audience	Demonstrates some awareness of the context and uses mundane language given the audience	Demonstrates minimal attention to the context and uses unclear language given the audience	
Control of Syntax and Mechanics	Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to readers and is virtually error-free.	Uses syntax and mechanics that generally conveys meaning to readers with clarity. The language has few errors.	Exhibits substantive errors in syntax and mechanics which, at times, impedes the clarity of the work.	Shows a serious pattern of error in syntax and mechanics that interferes with meaning.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __Yes __No

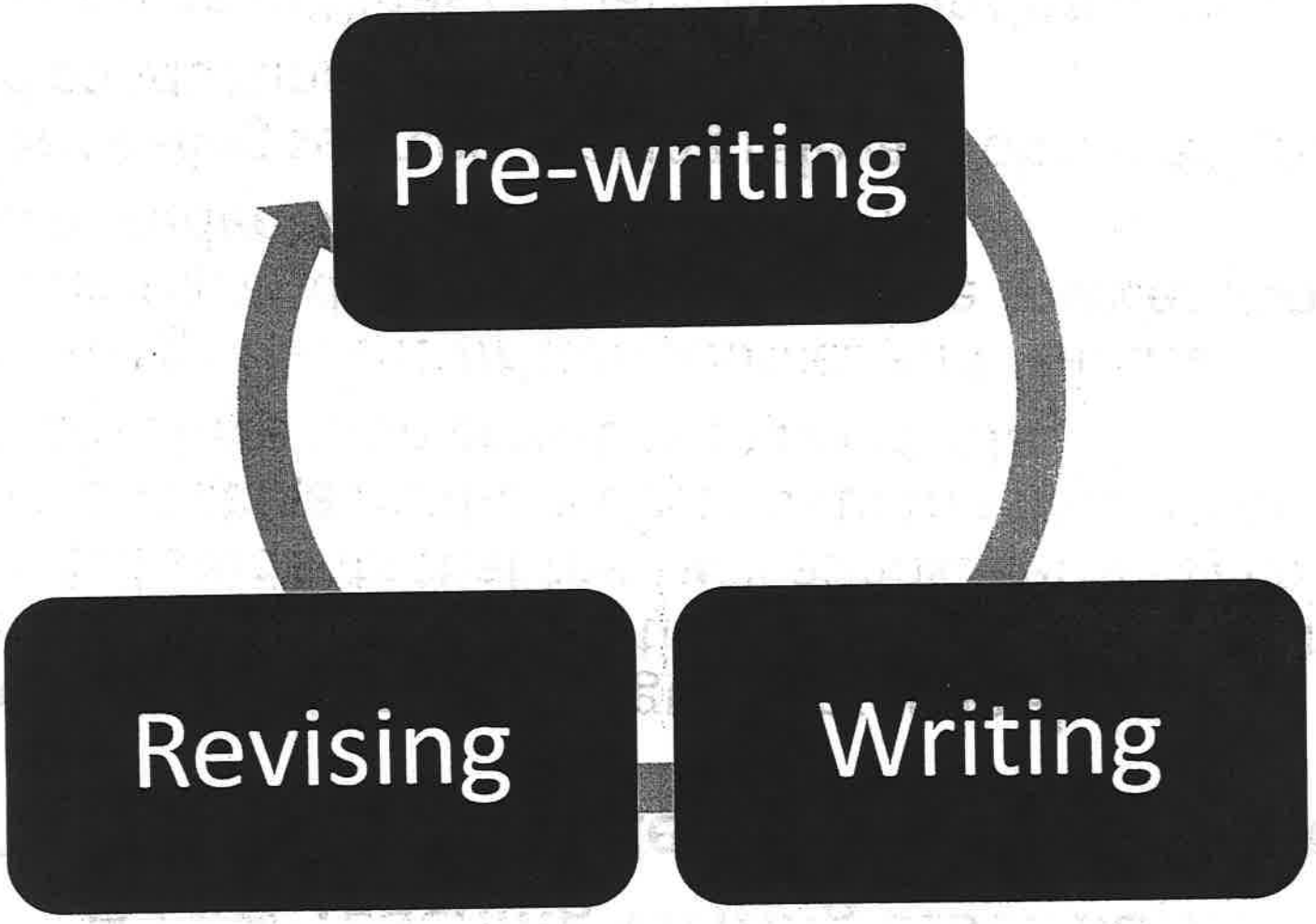
__This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

Updated December 2, 2014

A Few Teaching Writing Essentials:

1. Teach writing as a Recursive Process.



A Few Teaching Writing Essentials:
1. Teach writing as a Recursive Process, cont.

Pre-writing, or invention: Significant time should be given to this stage of the writing process, and teachers should tell students that they will almost certainly come back to this stage multiple times until the final product is submitted. Invention activities may include:

- gathering relevant written sources and reading, discussing, and journaling about those sources (Note: teach students how to read actively);
- interviewing sources, making relevant observations, and conducting research; and
- developing outlines or maps of the writing project and generating summaries of research to be incorporated.

A Few Teaching Writing Essentials:
1. Teach writing as a Recursive Process, cont.

Writing: order instruction from global concerns such as focus, organization, development, section-to-section and paragraph-to-paragraph cohesion, and source integration and documentation, to local concerns such as sentence-to-sentence cohesion, grammar and mechanics.

Why? Work on local, sentence-level concerns will go to waste if the global issues are not set and mean most of those sentences change.

A Few Teaching Writing Essentials:
1. Teach writing as a recursive process, cont.

Revising: Structure revision work from global to local as well. Work on just one or two issues per revision. Help students understand that revision is deep and broad: it is more than sentence-level editing. It is messy, time-consuming, rewarding hard work.

A Few Teaching Writing Essentials:
1. Teach writing as a recursive process, cont.

Strategies for facilitating revision:

- student-teacher conferences
- in-class, student-teacher mini-conferences
- peer-to-peer response
- small group peer response teams
- whole-class response
- teacher feedback on drafts

A Few Teaching Writing Essentials:
2. Develop a clear writing assignment.

Be specific about the following:

- audience, purpose, and genre,
- scope, and
- grading criteria.

A Few Teaching Writing Essentials:
2. Develop a clear writing assignment.

Other Tips:

- Identify gaps in explanation or spots that are unclear by having others read your assignments.
- Develop assignments that are quite course specific to help cut down on the temptation to plagiarize.
- Think about providing good models for students to use as inspiration and to help them "see" the assignment.

Commenting & Grading: Strategies

- Respond to just one or two of the most important next steps for revision per draft—don't get bogged down in everything that needs to be revised in just one draft. Comment to teach.
- Handle revision comments during in-class, mini student-teacher conferences.
- Make use of the Writing Center for a revision cycle.

Commenting & Grading: Strategies

- Develop a grading rubric and use it in lieu of individualized comments.
- Don't copyedit. Don't ever get caught up in too many sentence-level comments. Identify **patterns** of grammar error and tackle them just a few at a time by identifying the pattern as well as a couple of examples in the paper, and tell the student to work on rooting out that particular error in the next draft or assignment.

Philosophy Essay Assessment Rubric
Jacob M. Held, PhD

	3 – Exceptional Response	2 – Adequate Response	1 – Inadequate Response	0 – Not Present
Structure				
Thesis: Student clearly articulates thesis.	A thesis statement is clearly stated and well articulated.	A thesis statement is stated but not well articulated.	A thesis is discernible, but not clearly stated.	No thesis present
Evidence I: Student uses required number of primary and secondary sources.	The student exceeds the number of primary and secondary sources required.	Student uses the required number of primary or secondary sources.	Student uses some primary and secondary sources, but not the required number.	No sources used.
Evidence II: Student uses appropriate primary and secondary sources.	The student's sources are of the highest quality and are relevant to the paper and topic at hand.	All of the students required sources are from appropriate sources	Student uses required number of sources but some are of dubious merit.	All sources are of dubious merit.
Vocabulary I: Technical or specialized terms are aptly used.	Technical or specialized terms are utilized aptly and defined clearly.	Technical or specialized terms are used when necessary and defined clearly.	Technical or specialized terms are used sporadically and not clearly defined.	No technical or specialized terms are used.
Vocabulary II: Technical or specialized terms are accurately defined.	Technical or specialized terms are utilized aptly and defined accurately with reference to context and origin.	Technical or specialized terms are defined accurately, albeit with minimal reference to context and origin.	Technical or specialized terms are used sporadically, but are inaccurately defined.	No technical or specialized terms are used.

Philosophy Essay Assessment Rubric
Jacob M. Held, PhD

Grammar: Student uses proper grammar.	Student's grammar is devoid of major and minor errors.	Student's grammar is devoid of major errors and minor errors are infrequent.	Student frequently commits basic grammatical errors.	Paper is illegible.
Tone: Student adopts an appropriate tone for an academic essay.	Student adopts a professional tone as well as rhetorically strong and effective language.	Student adopts a professional tone with only minor, infrequent errors.	Student attempts to adopt a professional tone, yet often utilizes slang or other infelicitous colloquialisms.	Paper fails to meet minimal standards of acceptability: paper includes 1) inappropriate phrasings such as: cuss words, sexist, racist, or otherwise demeaning or degrading statements used solely for the purpose of causing offense or 2) texting language, infelicitous personal anecdotes, or other phrasings inappropriate to professional communications.
Totals points: (Out of a possible 21) _____ Score: (Total points / 3; 7 points possible) _____	Structure Comments:	Structure Comments:	Structure Comments:	Structure Comments:

Philosophy Essay Assessment Rubric
Jacob M. Held, PhD

	3 – Exceptional Response	2 – Adequate Response	1 – Inadequate Response	0 – Not Present
Content				
Theory I: Student presents theoretical positions.	Student accurately characterizes theoretical positions of major works, historical figures, or schools of thought for the most part, and fully articulates the context of the positions presented.	Student accurately characterizes theoretical positions of major works, historical figures, or schools of thought for the most part, but does not fully articulate the context of the positions presented.	Student consistently mischaracterizes theoretical positions of major works, historical figures, or schools of thought.	No presentation of theoretical positions.
Theory II: Student analyzes theoretical positions.	Student identifies the component parts of complex theoretical positions, and demonstrates an understanding of their organization within the position as a whole and how they interrelate as well as compares and contrasts various positions.	Student identifies the component parts of complex theoretical positions, and demonstrates an understanding of their organization within the position as a whole and how they interrelate.	Student identifies the component parts of complex theoretical positions, but fails to demonstrate how they are organized within the position as a whole, or how they interrelate.	No presentation of theoretical positions.
Context: Student critiques theoretical positions.	Student presents an insightful and valuable judgment on the relevance and meaning of the positions presented.	Student presents a judgment on the relevance or meaning of the positions presented, but it is of minimal value to the discussion at hand.	Student contradicts presented theories but fails to offer an adequate judgment on the relevance or meaning of the positions presented.	No critique offered.
Logic I: The essay is clearly structured.	Student clearly presents a structured argument from thesis to conclusion without any superfluous material.	Student presents a structured argument from thesis to conclusion, however, some transitions are rough, and some digressions and tangential discussions are present.	Student fails to clearly argue from the thesis to the conclusion, digressions are frequent, and transitions absent.	No discernable structure present.
Logic II: Student demonstrates valid or sound reasoning.	Student provides argumentation to support her position, and her arguments are well structured, valid or sound with no discernible logical errors.	Student provides argumentation to support her positions, the arguments are for the most part valid or strong, and fallacious reasoning is minimal.	Student provides argumentation to support her position, however premises do not support conclusions, and logical fallacies are frequent.	No discernable arguments present.
Logic III: Student supports her position.	Student offers strong support for her positions, and considers and addresses potential, relevant objections.	Student offers adequate support for her position, but fails to adequately consider and address potential objections.	Student offers minimal support for her position, and fails to consider or address potential objections.	No support present.

Philosophy Essay Assessment Rubric
Jacob M. Held, PhD

Totals points: (Out of a possible 18) _____	Content Comments:	Content Comments:	Content Comments:	Content Comments:
Total Score = Structure (7)+ Content (18): (Out of a possible 25) _____ Letter Grade: _____	General Comments:	General Comments:	General Comments:	General Comments:

Everything You Need to Know About Plagiarism

Compiled by Dr. Wendy Lucas, Department of History

What is plagiarism and why you need to take it seriously

Plagiarism is taking credit for someone else's words or thoughts as your own. It is essentially intellectual theft. Plagiarism is a violation academic integrity. UCA is dedicated to academic integrity as indicated by Board Policy 709 which reads:

> The mission of the University of Central Arkansas commits all members of the university community to acquiring, sharing, evaluating, and communicating knowledge. Such a commitment includes an expectation of academic integrity, an organizational and individual commitment to honesty and responsibility in teaching and learning. By their affiliation with the University of Central Arkansas, all members of the university community are committed to shared responsibility for maintaining the highest standards of academic integrity. Although this policy focuses on the academic integrity in course-related work, its basis and context is the commitment made by the entire university community.

The university's academic integrity policy applies to all students enrolled in courses at the University of Central Arkansas. All forms of academic misconduct at the University of Central Arkansas will be regarded as serious. Just as there are consequences to stealing a television, on a campus there are consequences for any form of academic misconduct. Consequences might include a failing grade for the course, suspension from the university for a semester or expulsion. You can find more about the different forms of academic misconduct, their consequences, and the disciplinary process on pages 39-43 in your Student Handbook at http://uca.edu/student/files/2011/06/student_handbook.pdf.

Why do instructors care about plagiarism?

When instructors give you an assignment they typically want you to show that you have:

- an understanding of material you have been asked to read
- that you can refer to your sources to support your ideas
- that you can distinguish *your* analysis and ideas of the reading from what the *author* actually said

When you cite your sources you are using an expert's ideas as evidence to support your conclusions. Failing to cite means you are saying you came up with those ideas on your own; that the ideas are your work. If you do not cite your source, you have committed plagiarism.

How to avoid plagiarism

1. Keep good notes that start with bibliographic information. Be sure to use quotation marks when you transfer information onto a note card so you'll know what the original language said.
2. Whenever you *use three or more words in a row* verbatim from the source material, you must put the words in quotation marks and cite them. Doing one but not both of these is still plagiarism.
3. If the words are yours, but the ideas belong to your source you do not need quotation marks. However, you MUST give credit to your source as a citation and as a lead-in to tell the reader whose idea it is.

4. Do not give one citation at the end of a long paragraph. The reader has no way of knowing if the whole paragraph or the last sentence is the source's idea.
5. When in doubt, CITE YOUR SOURCE!

Beware of unacceptable paraphrasing!

Many students think that if they rearrange the words or replace them with synonyms that they have not committed plagiarism. This is NOT TRUE! Below are examples of unacceptable and acceptable paraphrasing:

Here is the ORIGINAL text from Richard Godbeer's *Escaping Salem: The Other Witch Hunt of 1692* pages 129-130:

> Most accused witches made a brief and dramatic appearance in the records at the time of their trial and then returned to obscurity once the ordeal was over. The transcripts from witch trials often seem like narrow-beamed spot-lights that play upon an otherwise darkened landscape. What happened after the trial ended is in most cases a mystery, unless the defendant was condemned to death (and even then we do not always know for certain that the sentence was carried out) or unless the accused was acquitted and then put on trial again at some later date.

Here is an UNACCEPTABLE paraphrase that is plagiarism:

> Lots of accused witches made a short appearance in trial records and then disappeared into obscurity when the trial was over. Transcripts from witch trials often are like flash light beams in a dark room, we only see what happens when the trial is happening. What happens after the trial is often unknown unless the accused was actually killed or unless they were acquitted and re-tried later.

This is plagiarism because the writer only changed words and phrases or the order of a sentence **and** there is no citation for where the ideas came from. Notice also that in changing some of the sentences the original nuances are lost which can either make a sentence grammatically incorrect, or factually wrong.

Here is an ACCEPTABLE paraphrase:

> Although modern readers would like to know more about the people accused of witchcraft, unfortunately often all that survives is their appearance in the trial transcripts. Their life before and after is lost to us. This might even include whether the condemned was actually killed unless she was later accused again and retried. (Godbeer, 129-130)

This is acceptable because the writer accurately remade the information into her own words and lets the reader know the source of her information.

Here is an example of quotation and paraphrase together:

> Although modern readers would like to know more about the people accused of witchcraft, unfortunately often all that survives is their appearance in the trial transcripts.(Godbeer, 129) Historian Richard Godbeer describes it as a "brief and dramatic appearance in the records" before they are "returned to obscurity." Their life before and after is lost to us. This might even include whether the condemned was actually killed unless they were "acquitted and then put on trial again at some later date." (Godbeer, 129-130)

Note that this is acceptable because it uses the writers own words, gives credit to the source, and indicates what part of the material was taken directly from the source with quotation marks and citation.

Common knowledge

Common knowledge is information that is generally known by most people. For example, it is common knowledge that George Washington was the first president of the United States. This does not need a citation. That George Washington was the only president to be unanimously elected by the Electoral College is not common knowledge and needs a citation.

If you are in doubt if something is common knowledge try asking yourself: Did I know this information before I took this class? Would my neighbor know this information? If the answer is no, then the information is not common knowledge and needs a citation. Did this information come from something I read or heard in lecture? If the answer is yes, then the information needs a citation.

Several online tutorials exist to test your new knowledge about plagiarism:
www.lib.usm.edu/legacy/plag/plagiarismtutorial.php;
http://panther.indstate.edu/tutorials/plagiarism/index.html;
https://www.indiana.edu/~tedfrick/plagiarism/

These materials here were adapted from
http://writingcenter.unc.edu/handouts/plagiarism

www.indiana.edu/~wts/pamphlets/plagiarism.shtml

http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

www.wpacouncil.org

www.plagiaism.org/plag_article_printable_handouts.html

http://appserve.mnstate.edu/Instrtech/its/main.php

3 R's for Academic Survival

Here is a lean and wiry system containing all the essential techniques for mastering textbook assignments.

R1	**READ.**	Read the chapter paragraph by paragraph. Read and re-read until you can answer the question: "What did the author say in this paragraph?"
R2	**RECORD.**	Once you are able to **describe** what is in the paragraph, you will want to retain that learning by **underlining, making notes in the margin,** or **making notes in your notebook.**
R3	**RECITE.**	Cover up your notes or printed page and **recite** aloud. Remember! If you can't say it now, you won't be able to say it tomorrow in class, nor write it in a week on an exam; so while you still have a chance, try and try again, until you can say it.

SQ3R Method for Thorough Study

This is a more in-depth method of reading in college that leads naturally to a system of studying.

Step 1: SURVEY - Look over material critically. Skim through the book and read topical and sub-topic headings and sentences. Read the summaries at the end of chapters and books. Try to anticipate what the author is going to say.

WRITE these notes on paper, in sequence; then look over the jottings to get an overall idea or picture. This will enable you to see where you are going.

Step 2: QUESTIONS - Instead of reading paragraph headings such as "Basic Concepts of Reading," change to read, "What are the Basic Concepts of Reading?" These questions will become "hooks" on which to hang the reading material.

WRITE these questions out; look over the questions to see the emphasis and direction; then attempt to give plausible answers before further reading.

Step 3: READ - Read with smoothness and alertness to answer the questions. Use all the techniques and principles demonstrated in class.

WRITE notes, in your own words, under each question. Take a minimum number of notes-use these notes as a skeleton.

Step 4: RECALL** - Without looking at your book or notes, mentally visualize and sketch, in your own words, the high points of the material immediately upon completing the reading.

a. This forces you to check understanding.
b. This channels the material into a natural and usable form.
c. This points out what you do not understand.
d. This forces you to think.

Step 5: REVIEW - Look at your questions, answers, notes and book to see how well you did recall. Observe carefully the points stated incorrectly or omitted. Fix carefully in your mind.

Retrieved from: http://www.dartmouth.edu/~acskills/docs/sq3r_method.doc

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TAKING NOTES

Evaluate Your Present Note-Taking System

Ask yourself:

1. Do I use complete sentences? They are generally a waste of time.
2. Do I use any form at all? Are my notes clear or confusing?
3. Do I capture main points and all subpoints?
4. Do I streamline using abbreviations and shortcuts?

Five Important Reasons to Take Notes

1. Notes trigger memories of lecture/reading
2. Your notes are often a source of valuable clues for what information the instructor thinks most important (i.e., what will show up on the next test).
3. Notes inscribe information kinesthetically
4. Taking notes helps you to concentrate in class
5. Notes create a resource for test preparation
6. Your notes often contain information that cannot be found elsewhere (i.e., in your textbook).

Guidelines for Note-Taking

1. Concentrate on the lecture or on the reading material.
2. Take notes consistently.
3. Take notes selectively. Do NOT try to write down every word. Remember that the average lecturer speaks approximately 125-140 words per minute, and the average note-taker writes at a rate of about 25 words per minute.
4. Translate ideas into your own words.
5. Organize notes into some sort of logical form.
6. Be brief. Write down only the major points and important information.
7. Write legibly. Notes are useless if you cannot read them later!
8. Don't be concerned with spelling and grammar.

Center for Teaching and Learning, Sweet Hall, Stanford University
Adina Glickman (650) 723-8676 or adinag@stanford.edu

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Tips for Finding Major Points in Lectures:

The speaker is usually making an important point if he or she:

1. Pauses before or after an idea.
2. Uses repetition to emphasize a point.
3. Uses introductory phrases to precede an important idea.
4. Writes an idea on the board.

Ways to Reduce and Streamline Notes

1. Eliminate small connecting words such as: is, are, was, were, a, an, the, would, this, of. Eliminate pronouns such as: they, these, his, that, them. **However, be careful NOT to eliminate these three words: and, in, on.**
2. Use symbols to abbreviate, such as:

+, & for and, plus
= for equals
- for minus
for number
x for times
> for greater than, more, larger
< for less than, smaller, fewer than
w/ for with
w/o for without
w/in for within
_ for leads to, produces, results in
_ for comes from
_ for increase
_ for decrease
/ for per

For example:

"The diameter of the Earth is four times greater than the diameter of the Moon."

Becomes:

"Earth = 4x > diameter of Moon."

3. Substitute numerals with symbols, for instance:

Substitute "one" with 1
Substitute "third" with 3rd

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Adina Glickman (650) 723-8676 or adlnag@stanford.edu

4. Abbreviate:

   Drop the last several letters of a word. For example, substitute "appropriate" with "approp."

   Drop some of the internal vowels of a word. For example, substitute "large" with "lrg."

NOTE TAKING SYSTEMS

5 Methods

- The Cornell Method
- The Outline Method
- The Mapping Method
- The Charting Method
- The Sentence Method

The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

Method - Rule your paper with a 2 _ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

Advantages - Organized and systematic for recording and reviewing notes. Easy format for pulling out major concept and ideas. Simple and efficient. Saves time and effort. "Do-it-right-in-the-first-place system."

Disadvantages - None

When to Use - In any lecture situation.

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The Outlining Method

Dash or indented outlining is usually best except for some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.

Method – Listening and then write in points in an organized pattern based on space indention. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labeling the indentions with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

Advantages – Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

Disadvantages – Requires more thought in class for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attach for maximum learning and question application. This system cannot be used if the lecture is too fast.

When to Use – The outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed. This format can be most effective when your notetaking skills are super and sharp and you can handle the outlining regardless of the notetaking situation.

Example –

Extrasensory perception
-definition: means of perceiving without use of sense organs.
-three kinds –
-telepathy: sending messages
-clairvoyance: forecasting the future
-psychokinesis: perceiving events external to situation
-current status –
-no current research to support or refute
-few psychologists say impossible

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Adina Glickman (650) 723-8676 or adinag@stanford.edu

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The Mapping Method

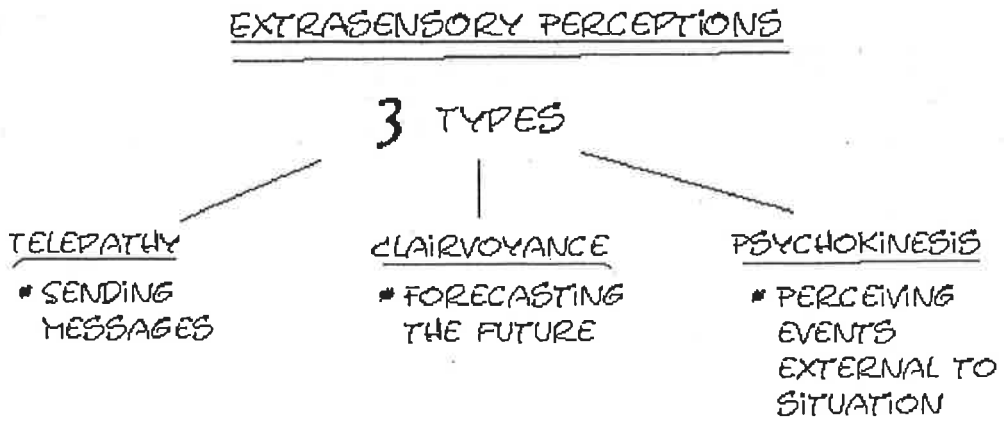
Mapping is a method that uses comprehension/concentration skills and evolves in a notetaking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

Advantages – This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.

Disadvantages – You may not hear changes in content from major points to facts.

When to Use – Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

Example –



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The Charting Method

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

Method – Determine the categories to be covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

Advantages – Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

Disadvantages – Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what's happening in the lecture.

When to Use – Test will focus on both facts and relationships. Contents is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.

Example – Chart format for a history class:

PERIOD	IMPORTANT PEOPLE	EVENTS	SIGNIFICANCE
1941-45	FDR	WWII	U.S.A. INVOLVEMENT

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The Sentence Method

Method – Write every new thought, fact or topic on a separate line, numbering as you progress.

Advantages – Slightly more organized than the paragraph. Gets more or all of the information. Thinking to tract content is still limited.

Disadvantages – Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

When to Use – Use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

Example 1 –

A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (see page 29 to 30 in your text about this.)

Sample Notes –
Revolution – occurrence that affects other aspects of life: e.g., econ., socl. Etc. C.f. text, pp. 29-30

Example 2 –

Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.

Sample Notes –
Mel didn't repr. Life as was; e.g. lang. Of Ahab, etc. no of real life.

Example 3 –

At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an unhypnotized patient to reveal unconscious thoughts.

Sample Notes –
Freud 1st – used phys. trtment; e.g., baths, etc. This fld. 2nd – used hypnosis (fr. Charcot)
Finally – used vrb. commun. (fr. Breuer) – got unhpynop, patnt to reveal uncons. thoughts.

Center for Teaching and Learning, Sweet Hall, Stanford University
Adina Glickman (650) 723-8676 or adinag@stanford.edu

Communication (C):

Collaboration

UCA CORE – Communication Rubric C (Collaboration)

This rubric is used to assess students' progress towards *Goal C* of the *Effective Communication* area of the UCA Core.

Effective Communication: the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Goal C: Students will apply appropriate verbal and nonverbal strategies to promote collaboration.

This rubric assesses the following two specific skill or knowledge areas related to Goal C:

- **Individual Contributions:** The contributions of a single student that advances a group project, including the timely completion of assigned tasks, thorough and comprehensive work, articulating the merits of alternative ideas or proposals, building constructively upon the contributions of others, and being punctual, focused, and prepared.
- **Fosters Constructive Team Climate:** Student behaviors that promote collaboration among group members, including being respectful and positive, motivating and assisting teammates, and engaging with teammates in ways that facilitate their contributions.

How to use this rubric:

- Apply the rubric to at least one group assignment. ***NOTE:*** *This rubric was designed so that students could use it to conduct peer evaluations of fellow teammates.*
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – Communication Rubric C (Collaboration)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Individual Contributions • Completes all assigned tasks in a timely manner. • Work is thorough, comprehensive and advances the project. • Articulates the merits of alternative ideas or proposals. • Constructively builds upon or synthesizes the contributions of others. • Punctual, focused, and prepared.	Consistently makes all the individual contributions bulleted to the left.	Consistently makes 4 of the individual contributions bulleted to the left.	Consistently makes 2-3 of the individual contributions bulleted to the left.	Consistently makes 1 of the individual contributions bulleted to the left.	Assign a zero for performance that does not meet the one (1) score.
Fosters Constructive Team Climate • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance to team members. • Engages team members in ways that facilitate their contributions.	Consistently supports a constructive team climate by doing all of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing any 4 of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing any 2-3 of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing only 1 of the bulleted behaviors to the left.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __Yes __No

__This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

Collaboration

Collaborative learning is based on the view that knowledge is a social construct. Collaborative activities are most often based on four principles:

- The learner or student is the primary focus of instruction.
- Interaction and "doing" are of primary importance
- Working in groups is an important mode of learning.
- Structured approaches to developing solutions to real-world problems should be incorporated into learning.

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. This often occurs in a class session after students are introduced to course material through readings or videos before class, and/or through instructor lectures. Similar to the idea that two or three heads are better than one, many instructors have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

Group work or collaborative learning can take a variety of forms, such as quick, active learning activities in class or more involved group projects that span the course of a semester.

What is the impact of collaborative learning or group work?

Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations.

- Remember: FYS courses are in part about developing a student's connection to UCA. Collaborative exercises do this while developing academic skills that facilitate student success.

What are some general strategies to keep in mind when incorporating group work?

- Introduce group work early in the semester to set clear student expectations.
- Plan for each stage of group work.
- Carefully explain to your students how groups will operate and how students will be graded.
- Help students develop the skills they need to succeed in doing group activities, such as using team-building exercises or introducing self-reflection techniques.
- Establish ground rules for participation and contributions.
- Consider using written contracts.

- Incorporate self and peer assessments for group members to evaluate their own and others' contributions. [1]

  NB: the assessment rubric for Collaboration (Communication Rubric C) is designed to be implemented by students on their peers.

[1] Developed from: http://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html#what

edutopia

STUDENT ENGAGEMENT

Deeper Learning: A Collaborative Classroom Is Key

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By Rebecca Alber, Edutopia Consulting Online Editor

Photo credit: motomichi (http://www.flickr.com/photos/motc

What's ideal when it comes to collaboration in our classrooms? Here's one coveted scenario: several children gathered at a table engaged in a high-level task, discussing, possibly debating an issue, making shared decisions, and designing a product that demonstrates all this deeper learning.

As teachers, we'd love to see this right out the gate, but this sort of sophisticated teamwork takes scaffolding. It won't just happen by placing students together with a piece of provocative text or an engaging task. (Heck, this deeper learning collaboration is challenging for most adults!)

In preparing our students for college and careers, 21st century skills call on us to develop highly collaborative citizens – it's one of the 4 Cs (http://www.p21.org/about-us/our-mission) , after all.

So how do we begin this scaffolded journey? Once we've shared with students the task or assessment they are challenged to complete with their group, here's some suggested steps for supporting students in deep and meaningful collaboration:

Establish Group Agreements

Deciding on group norms, or agreements, right at the get go will give each student a voice and provide accountability for all. Although the Center for Adaptive Schools' Seven Norms of Collaboration (http://www.edutopia.org/%20https%3A//sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms) are to be used with adult groups, use them to inspire more "kid-friendly" worded norms to offer up to your students. Children (depending on the age) might come up with things like: "one person talks at a time," "respect each other and all ideas," and "no put downs." A poster of the shared agreements can be displayed and when necessary, called attention to when a student or group needs a reminder.

Accountability is an important factor in group working agreements. Since a teacher must find creative and effective ways to monitor multiple groups working at once in the classroom, assigning roles can be incredibly helpful. For example, if students are working in a group of four reading and analyzing an article, say, on immigration reform in the United States, you may have "an investigator," "a recorder," "a

discussion director," and "a reporter." For the group to be successful, each child must complete the jobs that accompany his/her role.

Teach Them How to Listen

Good listeners are both rare and valued in our culture. I share this with students. I also share how people who really listen (make eye contact, offer empathy, restrain from cutting others off in a conversation) are easy to like and respect.

Save The Last Word (http://www.facinghistory.org/resources/strategies/save-last-word-me) is a great activity that allows students to practice listening. Provide several rounds of this structured activity followed by time for students to reflect on the experience and evaluate their own listening skills.

Children also need opportunities to restrain themselves from speaking in order to keep their attention on listening. Consider adding "Three then Me" to the class norms/agreements. This simply means that before one can speak again, they need to wait for three others to share first.

Teach Them the Art of Asking Good Questions

Have the class generate questions on any given topic, writing each one on the board. Decide on the most pressing and interesting questions of the bunch and discuss with students what makes these particular ones stand out. Talk about the types of questions that more often yield the best responses – those that are open-ended, thoughtful and sometimes even daring.

Describe how well-received questions are neutral and don't sound as if someone is being interrogated. Introduce them to invitational questions stems such as, "When you think about _____, what comes to mind?" and, "Considering what we already know about _____, how will we ____?" As a scaffold, provide a handout with question starters for students to use during group discussions.

Students also need to know about wait time. Explain – better yet, demonstrate – that once someone in the group poses a question, there needs to be a few seconds of silence, giving everyone time to think.

Teach Them How To Negotiate

A group member who speaks the loudest and frequently asserts may get the most said but that doesn't mean they'll convince a group of anything. A good negotiator listens well, shows patience and flexibility, points out shared ideas and areas of group agreement, and thinks under pressure.

After sharing this list with students, generate together more characteristics to add to it. Indulge them in a brief activity called "Build a Consensus." In this activity, set the timer and give mere minutes to group plan a mock birthday party, fieldtrip, or a lunchtime meal so they can practice their negotiation skills.

Model What We Expect

When it comes to creating a highly collaborative classroom, teachers need to model listening, paraphrasing, artful questioning and negotiation any and every chance they get. In a student-centered classroom, we really do very little actual teaching (in the traditional sense of the word). What we find ourselves mostly doing is facilitating learning experiences for whole and smaller groups. Sending our students out in the world with the incredible ability to effectively facilitate a group is a 21st century skill crucial to success in the university and the work world.

This reminds me of the design company IDEO. An employee there was promoted to guide a team in redesigning the shopping cart (http://www.youtube.com/watch?v=M66ZU2PCIcM) not because of seniority but because "he's good with groups." Ultimately, this guy was highly skilled at creating a space for all ideas to be heard, respected, and built on.

Group Brain Power

Learning, and higher-level learning such as synthesizing information from several documents or analyzing scientific data, can hit much deeper when done collaboratively. Let's not forget Lev Vygotsky (http://www.edutopia.org/%20http%3A//www.muskingum.edu/~psych/psycweb/history/vygotsky.htm) and his educational theory that proposes learning as a social process. And if he were alive today, he would most likely agree with the saying, *Two minds are better than one.* He might even add, "Better yet, how about three or four?"

What strategies and activities help you develop student groups? In what ways has collaboration driven deeper learning in your classroom? Please share with us your successes.

Collaborative Learning Online Resources for Faculty

Collaborative Learning Small Group Learning Page

http://www.wcer.wisc.edu/archive/cl1/cl/default.asp

This website from the National Institute for Science Education provides several resources from college level STEM faculty. There are examples of assignments with instructor reflection as well as ideas for structuring courses and assignments to incorporate collaborative learning.

University of Oregon: Teaching Effectiveness Program

http://tep.uoregon.edu/resources/librarylinks/onlinearticles/collabcooplearn.html

This website provides some various posts from the teaching effectiveness program. These posts are all related to collaborative learning at University of Oregon.

http://tep.uoregon.edu/resources/librarylinks/articles/ready4cooplearn.html

This blog post provides some insights from an instructor who teaches a freshman level math course in a collaborative learning format. She provides several suggestions for getting students ready for collaborative learning.

Team Dynamics Lecture by Dr. Melissa Thomas-Hunt

http://gender.stanford.edu/team-dynamics

This website provides a video discussing research and coaching on team dynamics. It has some direct applications when considering minority and women team dynamics.

Collaborative Learning

http://www.gdrc.org/kmgmt/c-learn/index.html

This website links from the Global Development Research Center. It provides some insights into team dynamics and other team research from an international perspective. There are several examples of types of assignments and tips for forming and facilitating group dynamics. This site is more of a quick "how-to" overview than an in-depth analysis.

Brigham Young University - CTL - Examples of Collaborative Learning

http://ctl.byu.edu/teaching-tips/collaborative-learning

This blog type post includes several videos giving examples of collaborative learning techniques at BYU.

Cornell University - CTE - Collaborative Learning

http://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html

This website provides some ideas for collaborative learning assignments. It also provides some resources for peer and self assessments.

Stanford University - CTL - Collaborative learning

http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/cooperative.pdf

"Cooperative Learning: Students Working in Small Groups." Speaking of Teaching, Stanford University Newsletter on Teaching, Winter 1999, Vol. 10, No. 2.

An overview that discusses the value of small groups and methods for using them for instructional purposes.

University of Oklahoma - IDC

http://speech.ipfw.edu/PeerReview/TLassignments.pdf

"Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development," Larry K. Michaelson, L. Dee Fink, and Arletta Knight (University of Oklahoma, Instructional Development Program).

Guidelines for designing effective group assignments and activities, including a checklist to evaluate the effectiveness of group assignments.

Cooperative Learning Institute and Interaction Book Company

http://www.co-operation.org/

This is a multi-faceted nonprofit Institute that maintains a site for an "Introduction to Cooperative Learning" with an overview of the topic, its research base, articles, a newsletter, and practical materials.

Team-Based Learning Collaborative

http://www.teambasedlearning.org

This site has information for getting started and sustaining team-based learning, including links to an online video demonstration, materials for classes using TBL, examples of successful TBL courses, and other TBL websites, including some medical ones. A rich and informative site for this topic.

Ted Panitz's Cape Cod Community College

http://home.capecod.net/~tpanitz/

A mega-site with numerous links to cooperative/collaborative learning sites on the web. All aspects of cooperative/collaborative/team learning are covered in national and international sites for all educational levels.

http://home.capecod.net/~tpanitz/tedsarticles/coopdefinition.htm

A discussion of the principles underlying small group instructional activities with the goal of explaining the difference between cooperative and collaborative learning.

Other Resources for Faculty

"Cooperative Learning in Technical Courses: Procedures, Pitfalls, and Payoffs," Richard M. Felder and Rebecca Brent. ERIC Document ED377038 (1994).

Methods for implementing cooperative learning in courses that stress quantitative problem solving. Contains information useful to anyone wishing to use cooperative learning in teaching.
http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Coopreport.html

"The Case for Student Centered Instruction via Collaborative Learning Paradigms," Ted Panitz (Cape Cod Community College).

This article details the multiple benefits of collaborative learning in four major categories: academic, social, psychological, and assessment.
http://home.capecod.net/~tpanitz/tedsarticles/coopbenefits.htm

Examples of Collaborative Learning Activities from:

http://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html

What are some examples of collaborative learning or group work activities?

Stump your partner

- Students take a minute to create a challenging question based on the lecture content up to that point.
- Students pose the question to the person sitting next to them.
- To take this activity a step further, ask students to write down their questions and hand them in. These questions can be used to create tests or exams. They can also be reviewed to gauge student understanding.

Think-pair-share/ Write-pair-share

- The instructor poses a question that demands analysis, evaluation, or synthesis.
- Students take a few minutes to think through an appropriate response.
- Students turn to a partner (or small groups) and share their responses. Take this a step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind.
- Student responses are shared within larger teams or with the entire class during a follow-up discussion.

Catch-up

- Stop at a transition point in your lecture.
- Have students turn to a partner or work in small groups to compare notes and ask clarifying questions.
- After a few minutes, open the floor to a few questions.

Fishbowl debate

- Ask students to sit in groups of three.
- Assign roles. For example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle takes notes and decides which side is the most convincing and provides an argument for his or her choice.
- Debrief by calling on a few groups to summarize their discussions.

Case study

- Create four to five case studies of similar difficulty.
- Have students work in groups of four or five to work through and analyze their case study.
- Provide 10-15 minutes (or adequate time to work through the cases).
- Walk around and address any questions.
- Call on groups randomly and ask that students share their analysis. Continue until each case study has been addressed.

Team-based learning (adapted from L.K. Michaelsen in Davis, 2009. p.215)

- Start a course unit by giving students some tasks to complete, such as reading or lab assignments. Consider assigning these to be completed before class.
- Check students' comprehension of the material with a quick multiple-choice quiz. Have students submit their answers.
- Assign students to groups and have them review their answers with group members to reach consensus. Have each group submit one answered quiz.
- Record both the individual student assessment scores and the final group assessment score (both of which are used toward each student's course grade).
- Deliver a lecture that specially targets any misconceptions or gaps in knowledge the assessments reveal.
- Give groups a challenging assignment, such as solving a problem or applying a theory to a real world situation.
- For more information on this strategy at teambasedlearning.org.

Group problem solving

There are many instructional strategies that involve students working together to solve a problem, including inquiry based learning, authentic learning, and discovery learning. While they each have their own unique characteristics, they all fundamentally involve:

- Presenting students with a problem.
- Providing some structure or guidance toward solving the problem. Note, however, that they are all student-centered activities in which the instructor may have a very minimal role.
- Reaching a final outcome or solution.

Problem-Based Learning is a collaborative, student-centered approach to learning in which students learn about a subject by working in groups to solve an open-ended problem.

UCA Core Rubrics

UCA CORE – Critical Inquiry Rubric A (Inquiry and Analysis)

This rubric is used to assess students' progress towards *Goal A* of the *Critical Inquiry* area of the UCA Core.

Critical Inquiry: the ability to analyze new problems and situations to formulate informed opinions and conclusions.

Goal A: Demonstrate a knowledge base to ask more informed questions and learn more complex concepts.

This rubric assesses the following three specific skill or knowledge areas related to Goal A:

- **Knowledge:** An understanding of the concepts and/or principles in the discipline and how they relate to important questions.
- **Information:** Selecting appropriate and credible information based on knowledge of topic and discipline.
- **Analysis:** Evaluating a position and/or drawing conclusions on significant questions in the discipline.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but **generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.**
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email the completed spreadsheet to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – Critical Inquiry Rubric A (Inquiry and Analysis)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Knowledge	Shows both a broad and deep understanding of the concepts/principles and their relevance to important questions in the discipline.	Shows a general grasp of the concepts/principles and how they relate to important questions in the discipline.	Shows some knowledge of the concepts/principles and can begin to relate them to important questions in the discipline.	Shows some knowledge of the concepts/principles and limited ability to relate them to important questions in the discipline.	Assign a zero for performance that does not meet a score of one (1).
Information	Selects information from the most relevant and credible sources, without critical omissions of key sources.	Selects relevant information from a variety of sources, but may lack some appropriate and credible sources.	Selects information from limited and similar sources.	Selects information randomly that lacks relevance and quality; or was given the information by instructor.	
Analysis	Justifies a position and/or draws a logical conclusion using appropriate disciplinary analysis on a significant question or problem.	Presents a position and/or conclusion on a significant question/problem using appropriate disciplinary analysis, but lacks depth and/or draws a weak/illogical conclusion	Summarizes different perspectives used in the discipline but does not evaluate a position and/or draw a conclusion.	Recognizes there are multiple approaches to academic questions/problems.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

UCA CORE – Critical Inquiry Rubric B (Scientific)

This rubric is used to assess students' progress towards *Goal B* of the *Critical Inquiry* area of the UCA Core.

Critical Inquiry: the ability to analyze new problems and situations to formulate informed opinions and conclusions.

Goal B: Apply scientific process to solve problems/answer questions

This rubric assesses the following four specific skill or knowledge areas related to Goal B:

- **Define Problem/Question:** A statement or summary that identifies a problem or raises a question that is relevant to the topic or assignment, appropriate to the discipline, and open to empirical inquiry (i.e., objective observation).
- **Propose Hypotheses:** Formulating testable propositions that follow from one particular solution/answer to the problem/question.
- **Identify Methodology:** Selecting the appropriate set of procedures to test the hypotheses.
- **Evaluate Results:** An objective assessment of the hypotheses based on the empirical evidence gathered from the methodology.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email the completed spreadsheet to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – Critical Inquiry Rubric B (Scientific)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Define Problem/Question	Communicates comprehensive, contextual understanding of the problem/question.	Compares problem/question statements to determine which best summarizes the problem.	Composes a basic, accurate problem/question statement.	Recognizes an applicable problem/question statement.	Assign a zero for performance that does not meet a score of one (1).
Propose Hypotheses	Communicates a hypothesis reflecting a comprehensive understanding of the problem/question.	Develops a hypothesis that links variables.	Composes a testable hypothesis from a scenario.	Recognizes a testable hypothesis.	
Identify Methodology	Proposes complex, multi-level strategic approaches for solving the problem or addressing the question.	Devises a complete appropriate strategic plan including controls to address the problem/question.	Distinguishes between valid options to select the best strategic plan to address the problem/question.	Recognizes appropriate strategic steps that address the problem/question.	
Evaluate Results	Articulates a comprehensive evaluation of results including next steps.	Produces an accurate interpretation of data including a consideration of sources of error.	Selects the best interpretation of results.	Recognizes an accurate interpretation of results.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

UCA CORE – Critical Inquiry Rubric C (Quantitative)

This rubric is used to assess students' progress towards *Goal C* of the *Critical Inquiry* area of the UCA Core.

Critical Inquiry: the ability to analyze new problems and situations to formulate informed opinions and conclusions.

Goal C: Apply quantitative and computational processes to solve problems.

This rubric assesses the following three specific skill or knowledge areas related to Goal C:

- **Information:** Identifying and extracting relevant information needed to solve the problem.
- **Methods:** Selecting the appropriate methods to solve the problem.
- **Communication:** Effectively communicating quantitative concepts or evidence consistent with the purpose of the assignment.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Unlike other UCA Core rubrics that track students' progress through the UCA Core, the use of this rubric is complicated by the difficulty of the quantitative problems that students may encounter early compared to later in the UCA Core. For example, a student majoring in Mathematics may show mastery of the material (a score of 4) in Calculus I as a freshman but may struggle in Advanced Calculus as a senior. Thus, it is *not* expected that scores of 1 and 2 are more likely in lower-division courses and scores of 3 and 4 are more likely in upper-division and capstone courses.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email the completed spreadsheet to the Director of the UCA Core, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – Critical Inquiry Rubric C (Quantitative)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Information	Justifies solution in terms of relevant information needed to solve a problem.	Extracts all relevant information needed to solve a problem, but cannot justify the solution.	Extracts some, but not all, relevant information needed to solve a problem.	Recognizes relevant information needed to solve the problem, but cannot extract the information.	Assign a zero for performance that does not meet a score of one (1).
Methods	Solves a variety of problems using appropriate methods with consistent accuracy without verbal or supporting cues.	Uses appropriate methods to calculate problems accurately with occasional verbal or supportive cues. Independent calculations. Includes minor errors.	Solves calculations correctly but requires frequent verbal or supportive cues. Independent calculation accuracy is erratic.	Performs calculations with minimal accuracy independently. Can perform calculation accurately but only with continuous verbal and supportive cues.	
Communication	Articulates a variety of complex concepts in a logical and comprehensible manner.	Generates explanations of concepts that are detailed and clear.	Defines all major steps with some details missed or some language not completely precise.	Lists basic concepts.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

UCA CORE – Diversity Rubric A (Own)

This rubric is used to assess students' progress towards *Goal A* of the *Diversity* area of the UCA Core.

Diversity: the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief system as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Goal A: Analyze one's own cultural values and assumptions.

This rubric assesses the following three specific skill or knowledge areas related to Goal A:

- **Cultural Self-awareness:** Knowledge of how experiences have shaped one's own cultural rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.
- **Empathy:** The ability to imagine one's self as another, with another's interests and emotions, and within another's cultural rules, biases, and perspectives.
- **Openness:** Desire to interact with culturally different others. Interactions with culturally different others should be interpreted broadly, and can include experiences with texts, creative works, or individuals.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
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Updated December 2, 2014

UCA CORE – Diversity Rubric A (Own)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Cultural Self-awareness	Articulates critical and substantive insights into own cultural rules, biases, and perspectives.	Recognizes own cultural rules, biases, and perspectives; demonstrates a willingness to think critically/analytically about them, but not always able to articulate them well.	Identifies own cultural rules, biases, and perspectives, but demonstrates an uncritical preference for own culture.	Shows minimal awareness of own cultural rules, biases, and perspectives.	Assign a zero for performance that does not meet a score of one (1).
Empathy	Interprets intercultural experiences from perspectives of own and more than one worldview. Demonstrates ability to think in an empathetic manner regarding those outside of own group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in analysis.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	
Openness	Fully develops interactions with culturally different others. Makes informed judgments about differences that show respect for cultural diversity.	Initiates but does not fully develop interactions with culturally different others. Begins to make informed judgments about differences that show respect for cultural diversity.	Expresses openness to most, if not all, interactions with culturally different others. May have difficulty making informed judgments about differences that show respect for cultural diversity.	Receptive to interacting with culturally different others. Has difficulty making informed judgments about differences that show respect for cultural diversity.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

Updated December 2, 2014

UCA CORE – Diversity Rubric B (Other)

This rubric is used to assess students' progress towards *Goal B* of the *Diversity* area of the UCA Core.

Diversity is the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief system as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Goal B: Analyze or compare diverse values, traditions, belief systems, and/or perspectives.

This rubric assesses the following three specific skill or knowledge areas related to Goal B:

- **Cultural Worldview Frameworks:** The history, values, politics, communication styles, economics, or beliefs and practices by which people construe their experiences and make sense of the world around them.
- **Curiosity:** Willingness to understand and engage with other worldview frameworks.
- **Application:** Ability to engage and learn from different perspectives and experiences; to understand how one's place in the world both informs and limits one's knowledge.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
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Updated December 2, 2014

UCA CORE – Diversity Rubric B (Other)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Cultural Worldview Frameworks	Demonstrates sophisticated understanding of the complex elements important to a worldview framework.	Demonstrates full understanding of the obvious elements important to a worldview framework.	Demonstrates adequate understanding of a few of the elements important to a worldview framework.	Demonstrates inadequate understanding of a few of the elements important to a worldview framework.	Assign a zero for performance that does not meet a score of one (1).
Curiosity	Asks complex questions about other cultures/ institutions/ structures, seeks out and articulates answers to these questions that reflect multiple perspectives.	Asks questions about other cultures/institutions/structures and seeks out answers to these questions.	Asks simple or surface questions about other cultures/institutions/structures but does not seek out answers to these questions.	Demonstrates minimal interest in learning more about other cultures/institutions/structures .	
Application	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (such as cultural, disciplinary, and ethical.)	Summarizes other perspectives (such as cultural, disciplinary, and ethical) but unable to apply knowledge of those perspectives to advanced problems.	Identifies multiple perspectives (such as cultural, disciplinary, and ethical) without bias for own positioning.	Identifies multiple perspectives while maintaining a preference for own positioning (such as cultural, disciplinary, and ethical).	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

UCA CORE – Diversity Rubric C (Creative Works)

This rubric is used to assess students' progress towards *Goal C* of the *Diversity* area of the UCA Core.

Diversity is the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief system as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Goal C: Analyze creative works within diverse contexts.

This rubric assesses the following three specific skill or knowledge areas related to Goal C:

- **Theory/Criticism/Technique:** The set of concepts/principles used to create or evaluate creative works.
- **Themes and Ideas:** The concepts expressed in the creative work that are representative of diverse cultures/perspectives.
- **Context:** The personal, social, cultural, and historical influences on the creative work.
- **Reflection:** The articulation of a personal response to the experience of a creative work.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
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Updated December 2, 2014

UCA CORE – Diversity Rubric C (Creative Works)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Theory/Criticism/Technique	Identifies the most appropriate theory/criticism/technique and performs a sophisticated analysis.	Identifies a relevant theory/criticism/technique and performs a thorough analysis.	Identifies a general theory/criticism/technique and performs a basic or cursory analysis.	Identifies a theory/criticism/technique that could be used to analyze a work, but does not apply it.	Assign a zero for performance that does not meet a score of one (1).
Themes and ideas	Analyzes themes/ideas and relates them to perspectives/cultures with detailed and nuanced evidence.	Discusses a variety of themes/ideas and relates them to perspectives/cultures, but lacks detailed evidence.	Defines only the major themes/ideas and relates them to perspectives/cultures superficially.	Recognizes themes and ideas but unable to relate them to perspectives/cultures.	
Context	Analyzes the context(s) with sophisticated attention to the impact on the work(s) and/or other works.	Discusses context(s) and explains its impact on the work(s).	Defines the context(s) of the work(s), but explanation of its impact on the work(s) is limited.	Recognizes the general context(s) but cannot connect context to its impact on the work(s).	
Reflection	States a personal response supported by advanced concepts with depth and clarity.	States a personal response supported by advanced concepts but lacks depth and/or clarity.	States a personal response supported by basic concepts with depth and clarity.	States a personal response supported by basic concepts but lacks depth and/or clarity.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

UCA CORE – Communication Rubric A (Oral)

This rubric is used to assess students' progress towards *Goal A* of the *Effective Communication* area of the UCA Core.

Effective Communication: the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Goal A: Students will use appropriate conventions and strategies in oral communication for various audiences and purposes.

This rubric assesses the following five specific skill or knowledge areas related to Goal A:

- **Central Message:** The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.
- **Organization:** The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.
- **Supporting Material/Evidence:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.
- **Context and Audience:** The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.
- **Verbal and Nonverbal Delivery:** Posture, gesture, eye contact, vocal expressiveness (loudness, tone, emphasis), and vocal fillers ("um," "uh," "like," "you know," etc.).

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment. ***NOTE:*** *The student's work should be scored in each area according to genre and disciplinary conventions (i.e., the formal and informal rules inherent in the expectations for communicating in particular forms and/or academic fields).*
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
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UCA CORE – Communication Rubric A (Oral)

Updated December 2, 2014

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Central Message	Central message is compelling, reinforced, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not reinforced.	Central message can be deduced, but is not explicitly stated.	Assign a zero for performance that does not meet a score of one (1).
Organization	Organizational pattern is clear and consistent, polished; makes the content cohesive.	Organizational pattern is clear and consistent.	Organizational pattern is partially developed.	Organizational pattern is poorly developed and unclear.	
Supporting Material / Evidence	Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Selects sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Uses some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Insufficient or inappropriate supporting materials used.	
Context and Audience	Demonstrates a thorough understanding of the context; uses compelling language appropriate to the audience	Demonstrates adequate consideration of the context and uses thoughtful language given the audience	Demonstrates some awareness of the context and uses mundane language given the audience	Demonstrates minimal attention to the context and uses unclear language given the audience	
Verbal and Nonverbal Delivery	Delivery makes the presentation compelling and speaker appears polished and confident.	Delivery makes the presentation interesting and speaker appears comfortable.	Delivery makes the presentation understandable but speaker appears tentative.	Delivery is understandable but speaker appears uncomfortable.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

UCA CORE – Communication Rubric B (Written)

This rubric is used to assess students' progress towards *Goal B* of the *Effective Communication* area of the UCA Core.

Effective Communication: the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes.

This rubric assesses the following five specific skill or knowledge areas related to Goal B:

- **Central Message:** The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.
- **Organization:** The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.
- **Supporting Material/Evidence:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.
- **Context and Audience:** The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.
- **Control of Syntax and Mechanics:** The use of language to communicate meaning, including word choice, sentence and paragraph structure, grammar, punctuation, and spelling.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment. ***NOTE:*** *The student's work should be scored in each area according to genre and disciplinary conventions (i.e., the formal and informal rules inherent in the expectations for communicating in particular forms and/or academic fields).*
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
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Updated December 2, 2014

UCA CORE – Communication Rubric B (Written)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Central Message	Central message is compelling, reinforced, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not reinforced.	Central message can be deduced, but is not explicitly stated.	Assign a zero for performance that does not meet a score of one (1).
Organization	Organizational pattern is clear and consistent, polished, and makes the content cohesive.	Organizational pattern is clear and consistent.	Organizational pattern is partially developed.	Organizational pattern is poorly developed and unclear.	
Supporting Material /Evidence	Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Selects sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Uses some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Uses insufficient or inappropriate supporting materials.	
Context and Audience	Demonstrates a thorough understanding of the context, uses compelling language appropriate to the audience	Demonstrates adequate consideration of the context and uses thoughtful language given the audience	Demonstrates some awareness of the context and uses mundane language given the audience	Demonstrates minimal attention to the context and uses unclear language given the audience	
Control of Syntax and Mechanics	Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to readers and is virtually error-free.	Uses syntax and mechanics that generally conveys meaning to readers with clarity. The language has few errors.	Exhibits substantive errors in syntax and mechanics which, at times, impedes the clarity of the work.	Shows a serious pattern of error in syntax and mechanics that interferes with meaning.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

UCA CORE – Communication Rubric C (Collaboration)

This rubric is used to assess students' progress towards *Goal C* of the *Effective Communication* area of the UCA Core.

Effective Communication: the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Goal C: Students will apply appropriate verbal and nonverbal strategies to promote collaboration.

This rubric assesses the following two specific skill or knowledge areas related to Goal C:

- **Individual Contributions:** The contributions of a single student that advances a group project, including the timely completion of assigned tasks, thorough and comprehensive work, articulating the merits of alternative ideas or proposals, building constructively upon the contributions of others, and being punctual, focused, and prepared.
- **Fosters Constructive Team Climate:** Student behaviors that promote collaboration among group members, including being respectful and positive, motivating and assisting teammates, and engaging with teammates in ways that facilitate their contributions.

How to use this rubric:

- Apply the rubric to at least one group assignment. ***NOTE:*** *This rubric was designed so that students could use it to conduct peer evaluations of fellow teammates.*
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
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Updated December 2, 2014

UCA CORE – Communication Rubric C (Collaboration)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Individual Contributions • Completes all assigned tasks in a timely manner. • Work is thorough, comprehensive and advances the project. • Articulates the merits of alternative ideas or proposals. • Constructively builds upon or synthesizes the contributions of others. • Punctual, focused, and prepared.	Consistently makes all the individual contributions bulleted to the left.	Consistently makes 4 of the individual contributions bulleted to the left.	Consistently makes 2-3 of the individual contributions bulleted to the left.	Consistently makes 1 of the individual contributions bulleted to the left.	Assign a zero for performance that does not meet the one (1) score.
Fosters Constructive Team Climate • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance to team members. • Engages team members in ways that facilitate their contributions.	Consistently supports a constructive team climate by doing all of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing any 4 of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing any 2-3 of the bulleted behaviors to the left.	Consistently supports a constructive team climate by doing only 1 of the bulleted behaviors to the left.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __Yes __No

__This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

UCA CORE – Responsible Living Rubric A (Ethics)

This rubric is used to assess students' progress towards *Goal A* of the *Responsible Living* area of the UCA Core.

Responsible Living: the ability to address real-world problems and find ethical solutions for individuals and society.

Goal A: Apply ethical principles to solve problems.

This rubric assesses the following three specific skill or knowledge areas related to Goal A:

- **Ethical Awareness:** Awareness of the core beliefs that consciously or unconsciously influence one's own and others' ethical conduct and reasoning. Core beliefs can reflect one's environment, religion, culture, or training. A person may or may not choose to act on their core beliefs.
- **Ethical Issue Recognition:** Recognition of various ethical issues and their interconnections in complex contexts (i.e., the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas/issues into the problem; e.g., relationship of production of corn as part of the climate change issue).
- **Ethical Application:** The application of different ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (rights, justice, duty) to analyze the ethical issues of a problem.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email the completed spreadsheet to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – Responsible Living Rubric A (Ethics)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Ethical Awareness	Analyzes core beliefs and their origins with depth and clarity.	Discusses core beliefs and their origins, but with minimal depth and/or clarity.	Describes basic core beliefs and/or their origins, but lacks depth or clarity.	Identifies only basic core beliefs.	Assign a zero for performance that does not meet a score of one (1).
Ethical Issue Recognition	Articulates BOTH the ethical issues in complex contexts AND their interconnections.	Discusses ethical issues in complex contexts, but does not fully describe their interconnections.	Describes basic ethical issues in their context, but poorly describes their interconnections.	Identifies some basic ethical issues, but does not identify their interconnections.	
Ethical Application	Applies ethical concepts accurately in formulating a position and defends the position by evaluating alternative courses of action.	Applies ethical concepts accurately in formulating a position, but does not fully defend the position by evaluating alternative courses of action.	Applies ethical concepts in formulating a position, but cannot identify alternative courses of action to defend the position.	States a position but does not adequately apply ethical concepts.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

UCA CORE – Responsible Living Rubric B (Well-Being)

This rubric is used to assess students' progress towards *Goal B* of the *Responsible Living* area of the UCA Core.

Responsible Living: the ability to address real-world problems and find ethical solutions for individuals and society.

Goal B: Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on the well-being of self, others, society and/or environment(s).

This rubric assesses the following specific skill or knowledge areas related to Goal B:

- **Issue Recognition:** Recognition of various issues that affect well-being and their interconnections in complex contexts. The interconnections of issues in complex context refer to the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more dilemmas/issues into the problem (e.g., relationship of health screenings to increased health care costs).
- **Analysis of Knowledge:** the ability to extend discipline based knowledge to decision making and/or develop a recommended course of action based on discipline specific knowledge.
- **Impact of Decisions:** The consequences—good or bad—of decisions on the well-being of self, others, society and/or environment(s).

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – Responsible Living Rubric B (Well-Being)

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Issue Recognition	Articulates BOTH the issues in complex contexts AND their interconnections.	Discusses issues in complex contexts, but does not fully describe their interconnections.	Describes basic issues in their context, but poorly describes their interconnections.	Identifies some basic issues, but does not identify their interconnections.	Assign a zero for performance that does not meet a score of one (1).
Analysis of Knowledge	Extends discipline based knowledge to decision making or developing a recommended course of action for a new or unstructured scenario.	Articulates a clear understanding of discipline based knowledge making relevant connections to a specific decision or recommended course of action.	Begins to connect discipline based knowledge making limited relevant connections to a specific decision or recommended course of action.	Begins to identify basic principles of discipline based knowledge relevant to a specific decision or recommended course of action.	
Impact of Decisions	Demonstrates an ability to connect decisions and/ or recommendations with consequences (positive and negative) of decisions and articulates those impacts within complex contexts.	Demonstrates an ability to identify consequences (positive and negative) of decisions and discusses them within a limited context.	Identifies limited consequences of each possible decision or recommended course of action and describes those consequences.	Identifies a limited set of possible consequences of a decision.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.

UCA CORE – FYS: Knowledge of the Core

This rubric is used to assess students' understanding of the UCA Core in their First Year Seminar (FYS).

Goal : Demonstrates an understanding of the mission, goals, and core values of the UCA Core, how the four core competencies relate to the mission and goals, and how the structure of the UCA Core contributes to the student's education.

This rubric assesses the following specific skill or knowledge areas related to Goal B:

- **Understanding of the UCA Core:** Knowledge of the meaning and interconnections of the components and requirements of the UCA Core as well as their contribution to the student's education as a whole.

How to use this rubric:

- Apply the rubric to at least one assignment.
- For the skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D.
- This rubric is unique among the assessment rubrics since it is only assessed once, during the FYS course. Thus, a student can be expected to master this material by the conclusion of the FYS course.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

Updated December 2, 2014

UCA CORE – FYS: Knowledge of the Core

Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				
	4	3	2	1	0
Understanding of the UCA Core	Fully articulates the meaning and interconnections of the components and requirements of the UCA Core, as well as their contribution to the student's education.	Discusses the meaning and interconnections of the components and requirements of the UCA Core, as well as their contribution to the student's education but with minimal depth and/or clarity.	Describes the components and requirements of the UCA Core, as well as either their interconnections or contributions to the student's education.	Identifies components and requirements of the UCA Core, but not their interconnections or contributions to the student's education.	Assign a zero for performance that does not meet a score of one (1)

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __ Yes __No

__ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Appendix

Sample MWF Syllabus integrating FYS exercises and resources into a typical FYS course

Modeled on Dr. Jacob Held's PHIL 2325: Contemporary Moral Problems (FYS)

Sample MWF Syllabus integrating FYS assessment as well as Enrichment Activities

		August 21 Introduction and Syllabus Assign: Read DE pp. 3-16, 19-21; My UCA "Rider" Pass out handout on the Core, Knowing the Core
August 24 The Examined Life and The UCA Core Video: Plato's Cave Assign: Read DE pp. 22-40 Discuss the Core and Education Generally, Hand out Assignment (Journal 1) on the Core to be Assessed	**August 26** Subjectivism/Relativism, and Diversity Assign: Read DE pp. 43-61, MyUCA "Seuss"	**August 28** Evaluating Moral Arguments, Truth and Bullshit **Journal 1 Due (REQUIRED)** Their FYS Knowledge Assignment Assign: Read DE pp. 65-75
August 31 Moral Theories Assign: Read DE pp. 76-99	**September 02** Consequentialism Assign: Read DE pp. 100-122 Their reading Philosophy and it's new, discuss active reading and note taking, as well as how to take notes in class. (I lecture so notes are crucial.) Provide examples if possible.	**September 04** Non-Consequentialist Theories **Journal 2 Due** Assign: Read DE pp. 134-150 Groups assigned for presentations/debates[1]
September 07 **Labor Day, No Class**	**September 09** Virtue Ethics **Response Paper 1 Posted** Assign: Read DE pp. 555-574 First writing assignment is given, so discuss plagiarism, provide them with a writing rubric and discuss expectations.	**September 11** Animal Rights Intro/Singer **Journal 3 Due** Assign: Read DE pp. 575-589
September 14 Animal Rights/Regan and Warren Assign: Read DE pp. 582-589 MapWorks Survey Launches, open for two weeks. Assign it	**September 16** *Response 1/Discussion* Assign: Read DE pp. 161-172; MyUCA "Roe v. Wade"	**September 18** Abortion Intro/Roe v. Wade **Journal 4 Due** Assign: Read DE pp. 215-219 They've had a couple quizzes, the course is proving difficult, so discuss mindset.

[1] Collaborative exercise, see NB.