ENGLISH 0980

COOPERATIVE LEARNING MANUAL

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Dear English Colleagues,

Through the Developmental Education Initiative (DEI), we were able to pool our resources and put together a packet on Cooperative Learning exercises for English 0980. To do this, we looked at every objective of the course, including study skills and reading and writing instruction, and then attempted to create a cooperative learning exercise for that objective. Many of the exercises are ones that at least one of us has used in teaching 0980; however, others are new and untested. Some have been developed from reviewing multiple texts which contain ideas on cooperative learning. Many reflect the cooperative learning philosophy we learned at workshops with Patrick Henry Community College, The Institute for Cooperative Learning, and On Course.

All of us believe that a good cooperative experience is one which motivates students and makes them feel a strong connection to both their work and their classmates. More importantly, it moves learning from a teacher led, top down experience to a responsible student centered experience. In addition, from the perspective of English educators, cooperative learning gets students talking to each other about reading and writing, what is successful and what is not! Finally, the cooperative learning experience contributes to another equally important goal: socialization. Most of the exercises included in this packet attempt to foster these three ends: student engagement, language development, and socialization.

Also included in this packet are ideas for teaching social skills, forming groups, evaluating group dynamics, and evaluating group process and projects.

It is our hope that you will seriously take advantage of the packet and use as many exercises as you can! Further, if you create one of your own, please forward it to any one of us, so we can disseminate it to the rest of our department.

At some point during this year, we will send out a survey asking you to let us know which exercises you tried and how the experience went for you and your students.

Until then we remain Cooperatively and Collaboratively Yours,

Ruth Silon, DEI Project Director
Brenda Boshela
Neeta Chandra
Katherine Clark
David Sierk
Table of Contents for Cooperative Learning in 0980

**Cooperative Learning Basics**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Cooperative Learning?</td>
<td>1</td>
</tr>
<tr>
<td>Cooperative Learning Key Terms</td>
<td>2</td>
</tr>
<tr>
<td>Forming Groups (Using a Value Line)</td>
<td>3</td>
</tr>
<tr>
<td>Troubleshooting</td>
<td>4</td>
</tr>
<tr>
<td>Student Contract</td>
<td>6</td>
</tr>
</tbody>
</table>

**The Exercises**

**Team Building**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Skills Chart</td>
<td>7</td>
</tr>
<tr>
<td>Teaching Social Skills</td>
<td>8</td>
</tr>
<tr>
<td>Sample Social Skills T-charts</td>
<td>9</td>
</tr>
<tr>
<td>Syllabus Jigsaw*</td>
<td>10</td>
</tr>
<tr>
<td>Participation – Eagles and Hawks*</td>
<td>12</td>
</tr>
<tr>
<td>Appropriate Class Behavior</td>
<td>15</td>
</tr>
<tr>
<td>Catching Up*</td>
<td>17</td>
</tr>
<tr>
<td>Life Long Learning – A 12 Week Series of Mini Lessons (On Course)*</td>
<td>19</td>
</tr>
</tbody>
</table>

**Study Skills**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Course Success Principles</td>
<td>24</td>
</tr>
<tr>
<td>Thinking about On Course Principles</td>
<td>25</td>
</tr>
<tr>
<td>Staying Motivated*</td>
<td>26</td>
</tr>
<tr>
<td>Why Attend Class?*</td>
<td>28</td>
</tr>
<tr>
<td>Understanding and Following Directions*</td>
<td>29</td>
</tr>
<tr>
<td>Understanding Direction Words*</td>
<td>31</td>
</tr>
<tr>
<td>Learning through Listening*</td>
<td>34</td>
</tr>
</tbody>
</table>

**Reading**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Your Vocabulary*</td>
<td>46</td>
</tr>
<tr>
<td>Assessing Prior Knowledge – Note Card Exercise*</td>
<td>48</td>
</tr>
<tr>
<td>The Power of Posing Questions*</td>
<td>49</td>
</tr>
<tr>
<td>Establishing a Purpose for Reading*</td>
<td>65</td>
</tr>
<tr>
<td>Distinguishing between Main Ideas and Details</td>
<td>67</td>
</tr>
<tr>
<td>(including Group Monitoring Activity)*</td>
<td></td>
</tr>
<tr>
<td>Finding Main Ideas and Supporting Details in Paragraphs*</td>
<td>72</td>
</tr>
<tr>
<td>Distinguishing between Fact and Opinion*</td>
<td>79</td>
</tr>
<tr>
<td>Reading and Understanding Cooperatively</td>
<td>80</td>
</tr>
</tbody>
</table>

* = Notes to the teacher about the exercise or process
Writing
Teaching the Writing Process with the Whole Brain Thinking Model
(On Course)*.................................82
Formatting Papers................................85
Creating Topic Sentences and Details..................87
Creating Good Thesis Statements......................90
Using Transitions*................................92
Error Log*......................................94
Parts of Speech Mad Libs*..........................98

Getting and Giving Feedback for Revising
Revising Through Outlining*........................104
Peer Review – The Troubled Paragraph...............106
Paragraph to Essay*................................107

Strategy Cards from Supplemental Instruction for Reading and Writing
Assigned Discussion Leader..........................111
Clusters............................................111
Divide and Conquer................................111
Group Survey......................................111
Jigsaw..............................................112
Learning Cells.....................................112
Think-Pair-Share..................................112
Turn to a Partner..................................112

Suggestions for Evaluation When Using Cooperative Activities
Individual Accountability*............................113
The One Minute Paper*..............................114
"The Muddiest Point" – Note Card Exercise*........116
Personal and Group Self Monitoring Form...........117
How Well Do You Help Your Group?................118
Checklist for Cooperative Groups....................119
Student Checklist: Cooperation.......................120
Celebrating Group Success..........................121
Common Problems and Possible Solutions............121

*= Notes to the teacher about the exercise or process
Cooperative Learning Basics
Why Cooperative Learning?

As you know, English 0980 students are some of our most “at risk” students. All have scored below 30 on the Compass Writing Placement Test and many have scored below 59 on the Compass Reading Test. Thus, most have very poor reading and writing skills. Also as important is their lack of engagement in education and the need to better the social skills which contribute to success. All these problems exist simultaneously and create a vicious cycle of failure.

Cooperative Learning is based on the concept of positive interdependence; in other words, we sink or swim together! According to Johnson and Johnson (1992), positive interdependence exists “when a mutual goal is established so that individuals perceive that they can attain their goal if and only if their groupmates attain their goals.” Most of our students have never really understood the value of working together, so they may resist working in groups as they do not trust each other. Therefore, you may need to slowly introduce cooperative learning via “home groups” (also called base groups) where students just meet for 5-10 minutes every class period in the same group to process information, form questions together or check homework. Also, you will need to actually teach group social skills, cooperatively of course. And, you may want to create group contracts like the ones provided for you on the following page. Once the concept of working in groups for positive interdependence is established, then you can dive deeper and use many of the strategies in this packet.

Another reason to use cooperative learning, especially in English classes, is to get our students talking about language and writing papers. We know that the more they verbalize and reflect openly, the better the chance that they will write better papers. In doing so they are becoming more analytical about their work. And, they are making a commitment to doing good work. We believe that cooperative learning will lead to better writing.

Cooperative Learning activities can be very helpful during all stages of the writing process – brainstorming, drafting, revising and editing. In fact, we have included a very long series of exercises grouped together to promote student understanding of the writing process. This exercise was developed at an On Course workshop by four faculty with the help and guidance of a former student.
Cooperative Learning Key Terms

Group Types

Think-Pair-Share: Students form dyads to process information and/or design something (like a set of questions) to present to a larger group. Often they review material by taking turns and giving feedback to each other.

Base Group (Home Group): A group that meets regularly. This group is usually formed near the beginning of a semester. It can be formed randomly (i.e. via a value line or birthdates). This group can meet to review information at the beginning or end of a given class period, to help students who were absent, and so forth. Ideally there are 3-4 students in a base group.

Expert Group: This group is formed to work on one particular task so that the students will become “experts” on the task. So, for example, a class can have an expert group on commas, semi-colons, and topic sentences. Unlike the base group, the expert group is not a constant group throughout the semester, but is formed in conjunction with learning particular skills and then presenting them to the base groups or the entire class.

Jigsaw: This is the movement of individual students from one group to another. For example, students may move from their base group to an expert group and then back to their base group. An instance of this is included in this package in the Syllabus Jigsaw exercise.

Round Robin: Students in a given group participate, one at a time, moving from person to person in the group on a given topic. This is to ensure that each student has a chance to participate.

Group Roles

Facilitator: Keeps the group on task and makes sure that each member is doing his/her work and that all have the opportunity to participate equally.

Recorder: Records all group work, so there is a written record of what has been accomplished. The recorder always reads his/her notes to the group to make sure that they are accurate.

Reporter: Reports back to the class, serving as the group spokesperson. This person works closely with the recorder.

Timekeeper: Attends to time constraints in order to keep the group on task.

Observer: Silently pays attention to group dynamics and provides feedback to the group, the instructor and/or the facilitator as needed.

Wildcard: Assumes the role of any missing member when necessary.
Value Line (presented at the Lily Conference, 2009)

A quick and effective cooperative learning structure for assigning students to heterogeneous teams is the Value Line. In the traditional value line, students form a line based on how strongly they agree or disagree with a statement or proposition. For example, instructors might ask students to respond to one of the following propositions.

The plus/minus grading system should be allowed for all courses.
Business majors should be required to take language courses.
My primary reason for choosing my major was career enhancement.

Instructors ask students to respond to the statement using the following Lickert Scale
500—strongly agree
400—agree
300—Neutral
200—disagree
100—strongly disagree

Instructors then ask the students to sum the digits in their Social Security number and add it to their choice. So, for example, if a student chose 400 (agree) and his/her Social Security number sum was 47, the total would be 4447. Instructors next instruct the students to form a line in numerical order with the highest number to the left. Once that line is formed, the instructor asks the students to “count off” starting with number one until the student on the far right speaks the number that informs everyone how many people are present. Step 1 depicts the Value Line at this point.

Value Line
Step 1
Form a rank ordered line and number each person

The instructor next determines the midpoint of the line as shown in Step 2. Then students are assigned to groups of four by selecting a student from the beginning of the line, two from around the midpoint, and one student from the end of the line. The final heterogeneous grouping is depicted in Step 3.

Value Line
Step 3
Form heterosexual groups of four by assigning one member from each end of the line and two from close to the middle.
Troubleshooting Resources

Robert Weinberg provides this helpful sheet describing various kinds of problems students encounter while working in groups. Focusing on the problem “social loafing” (also called “free-riding”), Bob gives some strategies for circumventing these problems before they even start.

Group Problems and How to Solve Them

There has been a lot written about the use of groups to enhance learning. However, instructors have to be concerned about some of the potential problems that groups may experience in their classes so that they can either avoid or effectively deal with them.

A brief list of potential problems is first presented followed by a discussion of how one typical problem might be solved.

- Social Loafting – Reduction of individual effort when several people are involved in a group activity
- Conformity – Members tend to subscribe to common standards on what is acceptable and unacceptable (accept group decisions without question).
- Groupthink – A mode of thinking developed by cohesive groups to maintain unanimity (undervalue or don’t listen to others outside of the group)
- Deindividuation – Loss of personal identity and self-awareness resulting from group identity (can behave atypically to fit in with group norms)

Research has revealed that the most often stated problem by students working in groups (e.g., group project) is when one or more of the group members do not contribute in any substantial way to group outcomes (e.g., hand in a final paper). This makes students frustrated and mad since they feel penalized for the lack of effort or contribution of this member (or members) and feel their own grades will suffer. This lack of effort and involvement usually resulting in poor performance is known as social loafing.

The primary way (although there are several) of eliminating or reducing social loafing is through what is termed increased “identifiability.” This means that individual members are held accountable (i.e., become identifiable) for their actions within the group. In student groups, this can be done in several ways (and can depend on the assignment).

- Have each student hand in (and grade) his/her individual contributions to the paper.
- Have group members rate the quantity and quality of the contributions of all other group members multiple times.
- Have attendance at all meetings sent to you.
- An individual can be voted out of the group (e.g., majority vote) if s/he does not consistently attend meetings and contribute to the final project. In essence, that student’s name will NOT appear on the final project.
- Have expectations for each group (set by each group) set out early and clearly (e.g., meeting times, meeting format, timelines for products brought by group
members, penalties for missing meetings, what is expected of each group member brings to the meetings, etc.).

- Have students present orally (maybe just to you or the entire class) about the part that they contributed or were most involved with creating.
- Each student might log in his/her activities (e.g., self-monitoring sheet) relating to the group project to the instructor via Blackboard.

(Presented at the Lily Conference, 2009)
EXHIBIT 2.3

Sample Group Learning Contract

For the next several class periods, I will be participating in a group to learn:

______________________________
______________________________

I am committed to participating effectively in this group learning activity and will strive to do the following. Students supply their agreed-upon ground rules, such as:

__Come to class regularly and on time
__Come prepared and ready to share in my group
__Listen actively to what others have to contribute
__Be supportive of the efforts and initiatives of others

If I do not follow the above rules, I will do the following to compensate. Students supply their own ideas or penalties, such as:

__If I miss a class, I agree to ask a group member ahead of time to take notes for me. If it is an unintended absence, I will get the notes from a group member and make up any group work I missed.
__If I am unable to prepare for a group assignment, I will make up for and do an additional proportional share of the work on the next assignment.
__If I notice or if someone points out that I am not listening, I will stop what I am doing and immediately give my full attention to whomever is speaking.
__If someone notices that I am too critical or am otherwise unsupportive, I will make efforts to watch my words and interactions in the future.

Signed ______________________ Date __________________

EXHIBIT 6.1

Sample Self-Evaluation Form

Name ________________________
Group Number or ID ________________
Project Title ______________________

Rate yourself on your performance on the project using the following scale:

5 = Always  4 = Frequently  3 = Sometimes  2 = Rarely  1 = Never

I was prepared to contribute to the group
I stayed on task
I listened to others
I participated in discussion
I encouraged others to participate

Overall I felt my performance in the group should be rated:
The Exercises
Team Building
Teaching Social Skills

"I will pay for the ability to deal with people than any other ability under the sun."

John D. Rockefeller

Creating Positive Interdependence: We Instead of Me
Positive interdependence means that members of the group understand that they are responsible for both their own and each other’s learning. The focus is on a joint performance. There is both group and individual accountability, so members promote each other’s success. Members are taught and expected to use good social skills.

Forces that Hinder Group Performance: lack of maturity, dominance, social loafing, free riding, motivational loss due to perceived inequity, group think, lack of sufficient heterogeneity, lack of teamwork skills, inappropriate group size.

What Helps to Structure Positive Interdependence: a clear measurable task, students understand that they each will achieve their learning goal only if all members attain their goal (i.e. A group score for a common paper/project), supplement with rewards for group success (bonus point, free time, celebrations).

Ideas to teach Social Skills
- Ask students to suggest the teamwork skills they need to work together more effectively.
- Review the cooperative skills chart with the students (previous page).
- Set up a role playing example, showing a positive and a negative outcome.
- Demonstrate and model specific skills (verbal and nonverbal); explain what you are doing.
- Have students role play specific skills in groups.

A CL exercise on Social Skills

1. Consider how important it is to encourage participation from all group members. As a group, list at least 2 reasons why you want to encourage each member to have a say and do his or her part in a given product.
2. Now consider what obstacles might hinder a member’s participation. List at least 2 possibilities.
3. Given your thoughts on the questions above, find some solutions to encourage group participation. Make a T-chart with two columns. The title of one is “Looks Like.” Under this title give 4 examples of what can be done nonverbally to encourage participation. The title of the other column is “Sounds Like.” Here list 4 examples of what can be said to encourage participation. (See examples on the following page.)
4. Be ready to share your chart with the class.

## Checking For Understanding

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>Explain that to me please.</td>
</tr>
<tr>
<td>Leaning forward</td>
<td>Can you show me?</td>
</tr>
<tr>
<td>Interested expression</td>
<td>Tell us how to do it.</td>
</tr>
<tr>
<td>Open gestures and posture</td>
<td>How do you get that answer?</td>
</tr>
<tr>
<td></td>
<td>Give me an example please.</td>
</tr>
<tr>
<td></td>
<td>How would you explain it to the teacher?</td>
</tr>
</tbody>
</table>

## Contributing Ideas

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaning forward</td>
<td>My idea is...</td>
</tr>
<tr>
<td>Open gestures and posture</td>
<td>I suggest...</td>
</tr>
<tr>
<td>Taking turns</td>
<td>We could...</td>
</tr>
<tr>
<td>One person talking with others listening</td>
<td>I suggest we...</td>
</tr>
<tr>
<td></td>
<td>This is what I would do.</td>
</tr>
<tr>
<td></td>
<td>What if we...</td>
</tr>
</tbody>
</table>

## Summarizing

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaning forward</td>
<td>Let's review what we have said.</td>
</tr>
<tr>
<td>Pleasant expression</td>
<td>Our key ideas seem to be...</td>
</tr>
<tr>
<td>Open gestures and postures</td>
<td>At this point, we have...</td>
</tr>
<tr>
<td></td>
<td>The points we have made so far are...</td>
</tr>
</tbody>
</table>
**Syllabus Jigsaw Cooperative Exercise**

**Purpose:** To encourage student engagement in the syllabus and course expectations; foster personal responsibility as well as interdependence.

**Directions:**

1. Conduct a brief overview of the syllabus with the students of the syllabus/assignment list. Point out all the key parts of the syllabus such as attendance policy, grading policy, class behavior, due dates, etc.

2. Place 4 students in “home” groups. Give a set of 4 colored index cards to each group (one for each student). On each card is an important aspect of the syllabus as stated above. So, for example, the blue card would say “attendance”; the green card says “grading policy” and so forth. The students should decide who in the group will take responsibility for fully understanding that part of the syllabus. Each student takes the card that designates his/her area.

3. Now students meet in their “expert” groups. So all the students with blue “attendance” cards are together. In the expert groups students discuss what is in the syllabus, what questions they might have for the teacher, and what exactly they will go over with their home group. (The teacher should move around the room in case the groups have questions.)

4. “Experts” return to the “home” group. Each person takes a turn going over his/her part of the syllabus.

The number of groups and the number of students in each group depends on what the teacher decides that the students should discuss. Perhaps the teacher only wants to cover the class behavior rules; then this exercise could be used to work only behavior.
**Syllabus Jigsaw**

**Purpose:** This exercise is designed to help you learn the requirements and policies of our class as presented in the course syllabus. It will also help you get to know each other and learn to work cooperatively.

**Directions**

1. Form a group of four students. This is your base (or home) group.
2. Each member of the group will receive a colored card indicating which area of the syllabus he or she is responsible for.
3. Based on what card you have, move and form an “expert” group in which all students with the same colored card will sit together. This means that all students who have a blue card will sit together, and so forth.
4. Look at what your card says. It will either say attendance, grading policy, written assignment requirements or classroom etiquette. Your job is to read that portion(s) of the syllabus and really make sure that you understand it. If you have any questions for the teacher about your portion, feel free to write it down and then ask the teacher for clarification.
5. Once all of the expert groups are finished, you will move back into your home groups.
6. In home groups, each member will take a turn presenting and explaining his/her portion of the syllabus, making sure the rest of the group fully understands.
Note to the Teacher

Participation Exercise – Eagles and Hawks

Purpose: We all know that if our students participate in class, become engaged in the class, there is a better chance that they will attend regularly and feel more connected to both the class and their work. Eagles and Hawks encourages active participation and interaction among students. They actually have to get out of their seats and move to gather information.

Directions: Divide your class into Eagles and Hawks. Give each student an index card with one piece of information on a particular subject. (We have included Paper Formatting as an example.) Each student must learn and remember the information on his/her card. After a couple of minutes, collect the cards. Then have the students stand up. Ask either the Hawks or Eagles to “fly” to a partner. The partners share their information. Each person should write down what is learned on a piece of paper or card. This process is repeated a number of times (alternating between Hawks and Eagles flying), so the students gather 5-6 facts.

A board activity follows so students can pull together all they have learned. (See attached exercise.)

The teacher can then lead the class in a discussion regarding the different types and levels of participation they have experienced, and its importance for the larger class. If each student does not share the information that is unique to him or her, or raise concerns about the accuracy or completeness of the material before the class, the understanding of the entire class, and thus for each individual student, suffers.
PARTICIPATION EXERCISE

Purpose: It is vital that you and all your classmates are actively engaged in class at all times. In this exercise, you will experience firsthand how your classmates help you learn and how you help them.

Directions: You will be given an index card which contains a piece of information. You will have a brief period of time to look over and learn the information. You cannot write anything down, but you do not need to memorize it word-for-word. You will then need to return the card to your teacher.

Then each member of the class will be designated either an “eagle” or a “hawk.” The teacher will say either “eagles fly” or “hawks fly.” If you are “flying,” you need to find a partner from the stationary group. You and your partner will share information; you can write down notes (so make sure you have a pen and piece of paper). The teacher will then tell one group to “fly” to new partners. There will be several rounds like this, allowing you to gather material.

You will then be asked to return to your seats. Some members of the class will be asked to volunteer what they have learned from each other on the subject. Another student will record these responses on the board.

After this, you and your classmates will be given the opportunity to add, clarify, or correct what appears on the board. Each person should share only one bit of information—until the material is complete.
Paper Formatting Example

(information as it might be divided onto index cards for the Participation Exercise)

The paper should be full-size – 8½” by 11”

There should be 1-11/2” margins all around the paper.

If the paper is handwritten, it should be in blue or black ink.

If the paper is handwritten, you should not overlap letters or make decorative loops.

If the paper is handwritten, you need to keep capital letters distinct from small letters.

The title should be centered.

The title should not be in quotation marks.

The title should not be underlined.

All words of the title should be capitalized except for short prepositions.

The title should not be a complete sentence.

The title should be made up of several words that indicate what the paper is about.

You should skip a line between the title and the opening paragraph.

The title should be in the same font and script as the rest of the paper.

The title should not be in bold.

The first sentence of the paper should be independent of the title.

The first line of each paragraph should be indented about five spaces.

If any words are broken at the end of the line, they should break only between syllables.

Your name, date and other information should be in the upper left hand corner.
Appropriate Class Behavior

**Purpose:** There is more to college success than just your academic ability. The small decisions that you make every day can determine whether you achieve to the level of your abilities—or above or below. In this exercise, you will explore how a student’s actions can affect his or her class performance.

**Directions:** First, your group should list the behaviors appropriate for a college class. Then you will discuss how your list relates to one of the students in the scenarios below—particularly in regards to its impact on the student’s success. (For example, “Bob is good at showing up, and he isn’t disruptive, but he doesn’t stick with the work he needs to do.”) You should also note if there are behavior issues you did not anticipate. Each member of your group should be prepared to explain to the class how that student could change his or her behavior for better academic results.

**Professor Ashe’s Class**

On the first day of his American History class, which meets at 9 am three days a week, Professor Timothy R. Ashe stresses that successful students will take responsibility by preparing for class, being there, taking notes, asking questions, and processing the information discussed. All of the students below are struggling in the course. Consider the behavior of one.

How do actions in and out of the classroom work for or against the student’s desire to do well in the course?

**NINA** doesn’t understand why the college requires humanities electives when she is going to be an Emergency Medical Technician. Still, she needs at least a B in the course to keep up her GPA, and she diligently attends class every single day. However, Professor Ashe is just so boring! He generally stands there and talks in a monotone about dead people and stuff that happened a hundred zillion years ago—what difference does it make? Sometimes he writes on the board, but he never uses any pictures, and he probably doesn’t know what a video is. Not only that, but he’s old and dresses badly, which hardly encourages her interest. If she sits on one side of the class, she stares out the window; if she sits on the other, she gets distracted by conversations of people outside in the hall. She can’t sit in front, because sometimes the only way she can stay awake is if she works on sketches for her drawing class. She can read the textbook fine, but all those names and dates don’t make any sense to her, and her class notes never seem to match what Professor Ashe thinks is important for the tests.

**ZAK** is his own man. He doesn’t care if other students make fun of his hair and clothes. Their room-temperature IQ’s come out in class discussion. Zak already knows everything about American History from his own Internet research. Of course, the secret forces that have controlled events for the last three hundred years aren’t mentioned in the textbook, and Professor Ashe follows the textbook religiously. Early in the course, Zak lets the whole class know that the book and the Professor Timmy-Boy are full of it. The professor consistently rejects Zak’s opinions as unfounded, at first politely but firmly, but more visibly annoyed as the weeks wear on. Eventually Zak gets so annoyed with the teacher’s distorted views that he stops participating at all. What really infuriates Zak, though, is how the professor grades his tests down for contradicting the textbook. This isn’t Zak’s idea of education, and at the end of the semester the administration is going to hear about it.
ERNIE’s financial aid is late, so he doesn’t get the book for the first three weeks of class and can’t do the homework. Also, he gets rides to school from his brother Mike, but Mike isn’t always reliable, and sometimes Ernie is late. Ernie misses a few minor quizzes. Then he fails the first major test. After that, though, Ernie really bears down, and when the class has a paper due in a few weeks, Ernie has already done the research on his home computer and written the paper there. The professor takes the class to the library to work on their research. Ernie spends the class surfing the web, and when the professor asks him about it, Ernie explains he has already finished the project. Three days before the due date, Ernie’s little brother Kevin crashes his computer and loses all Ernie’s work, which Ashe refuses to believe, and the professor turns Ernie down for an extension. Ernie throws together a new essay, which earns a D. Ernie studies hard for the next major test, but he fails again—supposedly because his answers are “too vague.” Ernie is sure it is more because the professor now has a bias against him.

MARY is taking the class with her best friend WENDY, who also aced history in high school. Wendy makes the class bearable, because sometimes she cracks jokes that throw Professor Ashe off track. Also, if Mary doesn’t understand something the professor is saying, she’ll ask Wendy right then, though the professor doesn’t seem to believe they’re talking about the class. Of course, even when it’s not about the class, Wendy is a lot more interesting than the professor. Wendy is very popular and has a lot going on, so sometimes she’ll have to text during class, or go out in the hall to answer a call. Wendy knows the material well enough that she hardly takes any notes, though a few times Wendy can’t make it and asks Mary to take notes on what she missed. Despite all-night study sessions for tests, and Wendy reviewing her research paper, Mary is still getting a D in the class. Wendy herself is only getting a high C. Mary feels Wendy is really letting her down, and Wendy feels Mary might be too much of a burden.

VALERIE and JIM have been going out for ten months. They take all their classes together. They sit in the back of Professor Ashe’s class and hold hands. Jim always does the reading and summarizes it for Valerie, while she always takes the class notes. If Jim has a question, he will whisper it to Valerie, and she will ask the professor. They both work at the same restaurant on the same late shift, so there are days when they are both very tired in class, yawning and stretching, but they try their best to keep each other awake. On one occasion, they take a well-deserved long weekend and miss both Friday’s and Monday’s classes. Unfortunately, they can’t get the notes from anyone else. They spend a fair amount of time reviewing for the tests together. They also work on their research papers together. Unfortunately, so far the results, alas, are less than spectacular: both are barely getting C’s. Valerie and Jim are considering dropping the course.

TARA pleasantly but seriously makes it known that she needs an A in History to retain her scholarship at the exclusive music school she is also attending. She even gives Professor Ashe a CD of her beautiful piano playing. At first she comes to class every day and makes insightful comments about the class material. She gets a perfect score on the first test. A month into the semester, though, as she prepares for a crucial piano recital, she starts missing about every other class. When she shows up, she constantly interrupts to ask about material for which she was absent, which appears to annoy Professor Ashe. Then he is visibly upset when she misses a special makeup test he arranged for her — but her piano teacher had demanded a meeting that same day. She insists to him that she has special circumstances and should be allowed more time on the upcoming research paper. Indeed, she questions why he is demanding that she do all this busy work when it is obvious that she knows her stuff.
Catching Up!

*Students miss class. Students come late. They say, “What did I miss?” You think to yourself, “EVERYTHING.” How can you help them catch-up without you going crazy? Here are a few suggestions.*

1. **Use Home Groups.** These are groups that are established in the first few weeks of class. These groups could meet for 5 minutes at the beginning of class to discuss what was learned during the previous class and make sure that everyone in the group is “caught up” and/or understands the material. The home group can also generate questions that they may want to ask the teacher. Home groups can also be called Success Groups or Success Teams. Students often exchange phone numbers and emails. They can be instructed to call each other to find out what was missed rather than calling you.

2. **Home Groups can have both informal and formal group tasks.** The informal task is just meeting and discussing course content as described above. In a formal task, the home group might be the first group of a jigsaw.

3. **Have a rotating class secretary.** If you use Blackboard, different students sign up for different days to record important class information. This could include changes to the syllabus, course notes, or a reflection on the day. To prepare for this, the class can discuss what should get posted and also discuss the first few posts to note whether or not the post was complete.

4. **At the start of the semester, brainstorm with the class on what is the teacher’s responsibility versus the student’s responsibility for student success.**

5. **Institute some measure of catching up during the first few weeks of the semester; use the student exercise provided on the following page!**
Catching Up!

Purpose: What happens when you are absent? Chances are that you missed something important in class. What can you do? What happens when you don’t understand an assignment or, even though you were in class, your mind wandered and you missed some notes? You need to be able to answer these questions, so you can help yourself when you have to catch up!

Directions: In order to practice a system for helping each other catch up, follow the steps below. You have 15 minutes for this task.

1. Form a group of four students. This will be your new success team.
2. Individually spend 3-5 minutes reviewing your notes from the previous class.
3. Select a recorder who will write down the group’s ideas. (If there is a student in the group who was absent for the previous class, he or she should be the recorder.) Select a facilitator whose job it is to keep the group focused. Also, select a reporter who will present out to the rest of the class. The final role is timekeeper who pays attention to how much time is left to finish the work.
4. Moving from person to person in the group, take turns stating one important idea or concept from the previous class. The recorder writes these down.
5. Go around the group again so that you have a total of 8 ideas.
6. The recorder reads his/her notes back to the group to make sure that they are correct.
7. Once you have 8 points, now you can discuss these points and see if you can narrow them down to the 5 most important points. Try to come to consensus on the 5 most important points.
8. The recorder reads the 5 points to the group again to make sure he/she has the correct information.
9. The group should note if there is confusion regarding any of the class material and the recorder writes this down as well.
10. The reporter now gets ready to read the recorder’s notes to the rest of the class.
Life Long Learning – A 12 Week Series of Mini Lessons

**Purpose:** Help students identify and implement strategies to become lifelong learners.

**Concept:**
Many students struggle in college because they lack the beliefs, attitudes, and behaviors that maximize learning. To learn requires change, and, for many students, moving out of their comfort zone generates anxiety and fear. Other students have academic difficulties because they perceive school as a source of boredom. Whether fearful or bored, struggling students have lost the insatiable curiosity and effective learning strategies that served them so effectively as young children. Exciting forays into the mysteries of the unknown have been replaced by self-preserving strategies of compliance or defiance. As higher education moves from a teacher-centered to a learner-centered educational model, we need to help struggling students rediscover their childhood passion and methods for learning. In addition to teaching skills and facts, we can help these students learn about themselves as learners...how they presently hinder their learning and how they can make changes in their beliefs and behaviors to maximize their learning. In this way, we will empower our students to thrive in a 21st century world that more and more requires them to “learn” a living.

*On Course I, p. 50*

**Plan:**
Zsuzsa (Sue) Darocy, Emanuel Hughley and Brenda Boshela designed these lessons to be used over the course of one semester. There are 12 lessons. This allows for one brief lesson each week (with “time off” for review sessions, exams and breaks). In this way, encouraging lifelong learning becomes a strong thread in the course throughout the semester. We calculated that the total time needed over the course of the semester would be approximately 210 minutes for all 12 lessons. However, some of the activities are “stand-alone” activities and could be used in isolation simply to begin a dialogue about lifelong learning.
**Week 1:** Introduce the concept of lifelong learning by showing YouTube video, “Medieval Helpdesk with English Subtitles.” [http://www.youtube.com/watch?v=pQH-X-SigQvQ](http://www.youtube.com/watch?v=pQH-X-SigQvQ)

(There are several versions. Choose one that has clear voice and text for your use.) Use the video content as the beginning for your discussion about lifelong learning. For example:

- Why is lifelong learning important?
- What does it mean to be a lifelong learner?
- What are some new ideas or technologies that you have encountered/embraced in your lifetime?
- How can we be supportive of one another in this quest?
- What are you currently involved in that qualifies you as a “lifelong learner”?
- What does it “look like” to be a lifelong learner?

**Week 2:** Post the Preferred Ways of Knowing self-assessment on your Blackboard site or assess in class using paper copy so that students can begin to understand how they learn best. This assessment is available on-line at [http://oncourseworkshop.com](http://oncourseworkshop.com) (Click on #10-Assessment) Follow with discussion about each learning style. Group students by learning style and have them discuss how this affects how they approach lifelong learning. During this class session, assign each student a “study buddy” that they will meet with as assigned/necessary throughout the semester.

**Week 3:** Introduce THE 1 MINUTE PAPER and have students respond to the prompt, “Why is it important to commit myself to being a lifelong learner and what is 1 thing that I currently can do that shows my commitment to lifelong learning?”

**Week 4:** Share THE 32-DAY COMMITMENT with students. [http://college.cengage.com/collegesurvival/downing/on_course/4e/students/self_management/32day.pdf](http://college.cengage.com/collegesurvival/downing/on_course/4e/students/self_management/32day.pdf)

A 32-Day Commitment is simply a form for helping students create/extinguish habits. On the form, students record the behavior they identified in their 1-MINUTE PAPER (or another that they have since identified). This behavior is one that the Learner commits to do or avoid for 32 consecutive days, marking the form each day that this commitment is kept. Have students fill out the top of the form in class. They will be responsible for keeping up with this form over the next 32 days.
Week 5: Go over THE WISE CHOICE PROCESS with students. 

Hold whole-class or small-group discussions about how this process will help students address issues that arise during their 32-DAY COMMITMENT toward becoming a lifelong learner.

Week 6: Conduct a FOCUS WALK centered on discussion about the students’ 32-DAY COMMITMENT chosen behavior/action. Students may be randomly paired or they may be paired with their STUDY BUDDY for this walk. To conduct a FOCUS WALK:

- Pair students
- Provide specific topic for discussion
- Provide specific time limit
- Students are instructed to hold their discussion while they walk
- One student is “timer” seeing that they walk “out” for ½ the allotted time, turn around, and are back in their seats when the walk time is up
- One student shares their progress/pitfalls/solutions on the walk “out,” the other student shares the same things on the walk back to the classroom

When students return to class, hand out index cards and ask students to generate questions that they would like to ask a successful lifelong learner. Questions may center on how learners maintain motivation, how they have overcome obstacles etc. Collect the questions for following week’s activity.

Week 7: Bring in a guest speaker or small panel of speakers, perhaps from the Tri-C “Elder’s Campus,” who would be willing to discuss their journey(ies) as lifelong learners. Follow with a QUESTION & ANSWER session using questions generated the previous week.

Week 8: Have students write A LETTER TO MYSELF where they discuss their 32-DAY COMMITMENT, clarify their goals and self-evaluate their progress. Also provide students with an envelope. Have them insert their letter upon completion, address and seal the envelope. Instructor will collect and re-distribute at the COMMENCEMENT CEREMONY at the end of the course.
**Week 9:** Using the EAGLES AND HAWKS collaborative activity, allow students time to share their progress/problems in their 32-DAY COMMITMENT.

**EAGLES AND HAWKS:** A collaborative activity in which Learners interact in pairs with numerous learners by changing partners. Learners in pairs designate themselves as either an EAGLE or a HAWK. They discuss a topic until the facilitator calls, “Eagles fly” or “Hawks fly.” The designated Learners “fly” to a new partner and immediately initiate a new discussion of the same topic.

**HOMEWORK:** Before the Week 10 class session, assign students the task of researching the social, emotional, physical and intellectual benefits of being a lifelong learner. Instruct each student to find 2 facts relating to the benefits of on-going learning write down the source for each fact as well as the facts and bring them to class for the next class session. Samples of such facts can be found at http://seniorliving.about.com/od/lifetransitiingsaging/a/lifelonglearnin.htm

**Week 10:** Using research collected by students, conduct a POINT-DATA-POINT session.

**POINT-DATA-POINT:** Instructor and students (either whole-class or in smaller groups), make a point, offer supporting data, then reiterate the key point. Since this is Week 10 of the lifelong learning lessons and nearing the end of the themed study on lifelong learning, the Point-Data-Point activity will serve as a strong reminder of the importance of becoming/continuing to be a lifelong learner. Record the key data on chart paper to post in the room as a factual reminder (if conducting this whole-group). If small groups are working together, have each group record their data on chart paper to share with the remaining groups prior to posting.

**An example of Point-Data-Point would be:**

(Point) Being a lifelong learner helps keep your brain healthy. (Data) According to Marie Pasinski, M.D., a neurologist at Massachusetts General Hospital Health Care Centers, people know that diet and exercise keep the heart healthy, but they are unaware that our brains need exercise too. Learning a new skill is one of the best brain workouts there is. Learning exercises target the very area of the brain responsible for Alzheimer’s disease and dementia – areas of the brain that age the fastest. (Point) That is one reason it is important to commit ourselves to becoming lifelong learners.

**Week 11:** Inform students that you will be showing a video clip from the movie, “Karate Kid.” Ask them to consider the question, “What does this scene teach me about becoming a lifelong learner,” while they are viewing.

Share a video clip from the movie, “The Karate Kid.” One sample can be found at [http://www.youtube.com/watch?v=8aYI7N0JIPWs](http://www.youtube.com/watch?v=8aYI7N0JIPWs)

Discuss. Students may want to share their own “wax on/wax off” experiences from their journey this semester. A sample response might be, “Sometimes, we don’t see the benefit of common tasks, like doing math homework problems or answering reading comprehension questions, but later we see how these little, seemingly insignificant tasks fit into the bigger picture of success in a particular course.”

Provide students with a 4 x 6 index card. Have them write 5-8 sentences that sum up their own journey during the semester toward becoming a lifelong learner as well as how they plan to continue. Let students know that they will be reading their sentences aloud during the Week 12 class.

**Week 12:**

Hold a COMMENCEMENT ACTIVITY where you focus on the students’ successes in becoming lifelong learners and their plans to continue. This activity brings closure to the class but also provides encouragement and ideas for carrying on once the class has ended. Each student is asked to give a brief valedictory speech to the class, reading their 5-8 sentences aloud to the rest of the class. Present each student with LETTER TO MYSELF (written in Week 8) following speech.
Study Skills
The On Course Success Principles

Synthesizing the best wisdom from innovators in psychology, education, business, sports, and personal effectiveness, the On Course Success Principles represent eight of the essential "things" that good learners believe and do. Founded on these timeless principles, the On Course text and the On Course Workshops give students and instructors alike a collection of practical success tools.

Here are the eight On Course Success Principles:

<table>
<thead>
<tr>
<th>CHOICES OF SUCCESSFUL STUDENTS</th>
<th>STRUGGLING STUDENTS</th>
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</thead>
<tbody>
<tr>
<td><strong>SUCCESSFUL STUDENTS...</strong></td>
<td><strong>STRUGGLING STUDENTS...</strong></td>
</tr>
<tr>
<td>1. ...ACCEPT SELF-RESPONSIBILITY, seeing themselves as the primary cause of their outcomes and experiences.</td>
<td>1. ...see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.</td>
</tr>
<tr>
<td>2. ......DISCOVER SELF-MOTIVATION, finding purpose in their lives by discovering personally meaningful goals and dreams.</td>
<td>2. ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.</td>
</tr>
<tr>
<td>3. ...MASTER SELF-MANAGEMENT, consistently planning and taking purposeful actions in pursuit of their goals and dreams.</td>
<td>3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.</td>
</tr>
<tr>
<td>4. ...EMPLOY INTERDEPENDENCE, building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same).</td>
<td>4. ...are solitary, seldom requesting, even rejecting offers of assistance from those who could help.</td>
</tr>
<tr>
<td>5. ...GAIN SELF-AWARENESS, consciously employing behaviors, beliefs, and attitudes that keep them on course.</td>
<td>5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.</td>
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<tr>
<td>6. ...ADOPT LIFE-LONG LEARNING, finding valuable lessons and wisdom in nearly every experience they have.</td>
<td>6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.</td>
</tr>
<tr>
<td>7. ...DEVELOP EMOTIONAL INTELLIGENCE, effectively managing their emotions in support of their goals and dreams.</td>
<td>7. ...live at the mercy of strong emotions such as anger, depression, anxiety, or a need for instant gratification.</td>
</tr>
<tr>
<td>8. ...BELIEVE IN THEMSELVES, seeing themselves capable, lovable, and unconditionally worthy as human beings.</td>
<td>8. ...doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.</td>
</tr>
</tbody>
</table>
Thinking About the On Course Principles

**Purpose:** It is always helpful to reflect on your strengths and weaknesses, what you do well and what you need to work on. This list of how both successful and struggling students think and behave will help you take a look at yourself as a student.

**Directions:** Carefully read over the behaviors and thoughts of both successful and struggling students. Then write down what good behaviors you have and as well as what may be your struggling behaviors.

**THINK-PAIR-SHARE**

1. Now that you have thought and written down your both your successful and struggling behaviors, join with a partner (PAIR).
2. Each one of you take a turn discussing what you wrote (SHARE).
3. After discussing your struggling behaviors, discuss what you might do differently. So, for example, if you procrastinate, what can you do to help yourself? Could you write lists, keep a calendar, or reward yourself? Together try to come up with some positive actions that you might take.
4. Using the 32 Day Commitment chart, select one struggling behavior and keep track of your progress to change it over the next 32 days.
5. You will have time in class over the next few weeks to discuss your progress with your partner.
Note to the teacher

Staying Motivated

Purpose: Many students do not succeed because they are confused about why they are in college and what it takes to get a degree. Below are two cooperative exercises that are intended to get them talking about these issues. The actual handouts are included on the following pages.

What Should James Do? (A group activity on staying motivated)

Your cousin James is a new student at Cuyahoga Community College. He wants to major in Hospitality Management because he is a really good cook. Everyone loves his macaroni and cheese, his lasagna and his ribs. James came to CCC and took the placement test. Before he can even get into his program, he has to take 2 English classes and 3 math classes. He feels really frustrated. Maybe he should just go and work in a restaurant and not waste his time in college.

Worse yet, the college has an attendance policy which states that if a student misses the equivalent of 2 weeks of class, he could fail the course. James really does not know what to do. He knows that he might have to miss class to go to work. Also, he was never very good in either math or English. He said that he would like to speak to you, a successful student, and get your advice.

Directions: Working in a group of three students, develop a plan of what you could say to James to help him stay motivated, stay in school and attend his classes. Be prepared to present your ideas to the rest of the class for a large class discussion.

An Alternative Exercise: Why Attend Class?

Here is a think-pair-share exercise that could be used for the same purpose.

1. Each student should sit by him/herself and write down all the reasons why he or she might not come to class.
2. Next, he/she should list the reasons for coming to class.
3. After this personal time to process, each individual joins with a partner and shares the answers to both questions.
4. Next, the pairs should review the class’s attendance policy on the syllabus and come up with a plan to ensure good attendance. The pairs should be prepared to share these with other members of the large group.
5. The faculty person can debrief with the class and create a list of ways that students can ensure good attendance. At this time they can also discuss what it means to “attend” in class, which would foster conversation on participation and preparation.
Staying Motivated

Purpose: Many students do not succeed because they are confused about why they are in college and what it takes to get a degree. Below is a cooperative exercise intended to get you talking and thinking about these issues with your classmates.

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Worse yet, the college has an attendance policy which states that if a student misses the equivalent of 2 weeks of class, he could fail the course. James really does not know what to do. He knows that he might have to miss class to go to work. Also, he was never very good in either math or English. He said that he would like to speak to you, a successful student, and get your advice.

Directions: Working in a group of three students, develop a plan of what you could say to James to help him stay motivated, stay in school and attend his classes. Be prepared to present your ideas to the rest of the class for a large class discussion.
Why Attend Class?

*Purpose:* Many students understand that attending class is very important. After all, they know that if they miss class they must have missed some valuable learning. Yet, coming to class might be difficult for some students.

*Directions:* Follow the steps below in this “Think-Pair-Share” activity.

1. By yourself, think about why class attendance is important. On the chart below, write a list citing at least 5 good reasons for coming to class.
2. Next, in the second column list some reasons why you might *not* come to class.
3. After this personal time to process, join with a partner and share the answers to numbers 1 and 2.
4. Next, with your partner, review the class’s attendance policy on the syllabus and come up with a plan to ensure good attendance. Be prepared to share these with other members of the large group.

<table>
<thead>
<tr>
<th>Five Good Reasons to Come to Class</th>
<th>Why I Might Not Attend</th>
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</table>
Note to the teacher

Understanding and Following Directions

Purpose: To impress upon students the importance of reading and understanding all directions before starting any exercise. The exercise can also be used as a fun icebreaker.

Directions: Divide the students into groups of three or four and tell them, “You have five minutes to finish this task.” Hand out the following directions (included for you on the next page).

Read all of the following directions before doing anything.

1. Take out a piece of lined notebook paper.
2. Write your names on the upper left hand corner of the paper.
3. On the first line of your paper write 12,562.
4. Subtract 566 from it.
5. Say hello aloud, to your neighbor on the left.
6. Say your name aloud, to the neighbor on the right.
7. Add 600 to your answer from step 5.
8. Draw a circle around your answer.
9. Draw a square around the circle.
10. Skip this exercise.
11. Wait for further directions.

Walk around and see how many students started the exercise before reading all the directions!! After they have finished, initiate a group discussion on the importance of understanding and following directions.
Understanding and Following Directions

Directions: Divide into groups of three or four. Take out one piece of paper. Together complete the questions below. You have five minutes to finish the task.

Read all of the following directions before doing anything.

1. Take out a piece of lined notebook paper.
2. Write your names on the upper left hand corner of the paper.
3. On the first line of your paper write 12,562.
4. Subtract 566 from it.
5. Say hello aloud, to your neighbor on the left.
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7. Add 600 to your answer from step 5.
8. Draw a circle around your answer
9. Draw a square around the circle.
10. Skip this exercise.
11. Wait for further directions.
Notes to the Teacher

Understanding Direction Words

*Purpose:* It is very important for student success to understand and follow direction words. However, often they do not know the meaning of these terms or the subtle differences between the terms.

*Directions:* Ask the students to work individually, in pairs and then in larger groups to come to consensus on the terms below. (You can break up the list and thus the activity into smaller chunks.)

- Analyze:
- Compare:
- Contrast:
- Criticize:
- Describe:
- Define:
- Discuss:
- Enumerate:
- Evaluate:
- Explain:
- Identify:
- Illustrate:
- Interpret:
- Justify:
- Outline:
- Summarize:

*In case of different meanings,* groups of 4 will decide on an acceptable meaning and present it to the class. This will be followed by whole class discussion and sharing of their answers. At this point, dictionaries may be used as needed. A group or individual quiz could be a useful follow-up activity. (The answer key is on the following page.)
Answer Key

Analyze: To examine thoroughly; divide into parts & point out relationships among the parts

Compare: To examine the characteristics of persons or things to look for similarities

Contrast: To examine the characteristics of persons or things to look for differences

Criticize: To evaluate something or someone by indicating positive and negative points

Describe: To give the characteristics or qualities of something or someone

Define: To provide a meaning

Discuss: To provide details of someone or something

Enumerate: To provide a listing

Evaluate: To judge the positive & negative aspects of someone or something

Explain: To provide details and make it understandable

Identify: To give the characteristics and importance of something or someone

Illustrate: To make clear by providing examples

Interpret: To explain the meaning of something
Understanding Direction Words

Purpose: It is very important for student success to understand and follow direction words. However, often students do not know the meaning of these terms or the subtle differences between the terms.

Directions: Working by yourself, write a meaning for the each term on the list below. Then join with a partner to confirm or revise the meanings. Finally, in groups of four come to consensus on the meaning.

Analyze:

Compare:

Contrast:

Criticize:

Describe:

Define:

Discuss:

Enumerate:

Evaluate:

Explain:

Identify:

Illustrate:

Interpret:

Justify:

Outline:

Summarize:
Learning Through Listening

“Becoming an effective listener is an exciting and rewarding experience. It is only fair to emphasize, however, that improving listening abilities is difficult, demanding and challenging.”

Learning About Myself as a Listener – Self Assessment

**Purpose:** Listening is more than hearing words. Listening is an active process. Through listening, students receive, construct meaning from, and respond to spoken and nonverbal messages. Teachers can help students become effective listeners by helping them determine their strengths and weaknesses as listeners and then providing instruction in strategies to become more effective listeners.

**Directions:** Two sample Self-Assessments for Listening are attached. Choose one or alter one to meet the needs of your class and allow students time to take the assessment and score it. In pairs or small groups, give students time to discuss their strengths and challenges as listeners.

Following small group and large group discussion, students could be asked to make a “32-Day Commitment” to work on one particular listening activity. Behavioral psychologists suggest that breaking an old habit or starting a new one requires about thirty-two days. This form will help students track specific actions over the thirty-two day time frame. (Downing, S. (2008). *On course: Strategies for creating success in college and in life* (5th ed.). Boston: Houghton Mifflin Company.) A sample 32-Day Commitment form is also attached.
Student Listening Skills Assessment

Your Listening Skills
This exercise is designed to help you assess yourself as a listener. As you answer the questions, remember to trust your initial reactions because that is how you evaluate yourself accurately.

For each statement, determine whether you strongly agree (SA), agree (A), don’t know or have no opinion (?), disagree (D), or strongly disagree (SD), and check the appropriate box.

<table>
<thead>
<tr>
<th>Questions</th>
<th>SA</th>
<th>A</th>
<th>?</th>
<th>D</th>
<th>SD</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I interrupt others too frequently.</td>
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<tr>
<td>2. I am not able to respond effectively to others’ messages.</td>
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<td>3. I am effective at showing others that I understand what they are saying.</td>
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<td>4. I get apathetic when boring people talk to me.</td>
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<td>5. Sometimes I expect too much of myself when listening to others.</td>
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<td>6. My mind wanders when people talk to me.</td>
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<td>7. I am easily distracted by extraneous sounds when I listen to others.</td>
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<td>8. I am effective at asking questions when I don’t understand someone.</td>
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<td>9. I maintain good eye contact when I listen to others.</td>
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<td>10. Sometimes I have to have information repeated to me.</td>
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<td>11. I have been told that I am a good listener.</td>
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<td>12. I am comfortable listening to other people’s problems.</td>
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<tr>
<td>13. I can immediately grasp the main point or idea that a speaker is trying to make.</td>
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<td>14. I have good hearing.</td>
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<tr>
<td>15. It is sometimes difficult for me to understand someone when other people are talking at the same time.</td>
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<tr>
<td>16. I am often overconfident of my listening abilities.</td>
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<td>17. I have a good memory for what people have said.</td>
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<td>18. I consider myself to be an effective listener.</td>
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<td>19. I can tell when people are listening carefully to what I am saying.</td>
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<tr>
<td>20. I am a much better listener in some situations than others.</td>
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<tr>
<td>Total Score</td>
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</tbody>
</table>
Student Directions for Scoring

Place the score for each item in the right-hand box labeled Score.

For items 1, 2, 4, 5, 6, 7, 10, 15, and 16, use the following scale:

- SA  1
- A   2
- ?   3
- D   4
- SD  5

For items 3, 8, 9, 11, 12, 13, 14, 17, 18, 19, and 20, use the following scale:

- SA  5
- A   4
- ?   3
- D   2
- SD  1

Add up all of the scores and write the total score in the box provided. The higher your score, the higher your listening skills. If you scored between 50 and 69, you have average listening skills. If you scored above this (70 to 100), you have good listening skills. If you scored below this (20-49), you have poor listening skills. You can improve poor listening skills through work and practice that focuses on developing your potential and skills as a listener.

Student Self-Assessment for Listening

Directions: Circle the appropriate response for each question:

Learning How to Listen

Yes  No  Sometimes  • Do I pay attention?
Yes  No  Sometimes  • Do noises in the room interrupt my careful listening?
Yes  No  Sometimes  • Am I willing to judge the speaker’s words without letting my own ideas get in the way?
Yes  No  Sometimes  • Do I find the speaker’s personal habits distracting (e.g., clearing the throat constantly?)

Listening for Information

Yes  No  Sometimes  • Can I mentally organize what I hear so I can remember it?
Yes  No  Sometimes  • Can I think up questions to ask the speaker about ideas that I don't understand?
Yes  No  Sometimes  • Do I get the meaning of unknown words from the rest of what the speaker says?

Listening Critically

Yes  No  Sometimes  • Is the speaker expert enough to make his/her statements?
Yes  No  Sometimes  • Can I separate facts from explanations or opinions?
Yes  No  Sometimes  • Can I tell the difference between important and unimportant details?
Yes  No  Sometimes  • Can I pick out unsupported points that a speaker makes?
Yes  No  Sometimes  • Am I able to accept points of view that differ from my own?

Listening Creatively

Yes  No  Sometimes  • Am I able to pick out specific words or phrases that impress me as I listen?
Yes  No  Sometimes  • Do I become involved in the poem, story, essay, or play so that it seems as though the action is truly taking place?
Yes  No  Sometimes  • Am I able to put what I hear into my own words so that I can share it with others?

(Mowbray & George, 1992, p. 54. Used with permission of Pembroke Publishers Ltd.)
**Student 32-Day Commitment**

Because I know that this commitment will keep me on course to my goals, I promise myself that every day for the next 32 days I will take the following action:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Day 18</td>
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<tr>
<td>Day 3</td>
<td>Day 19</td>
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<tr>
<td>Day 4</td>
<td>Day 20</td>
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<td>Day 5</td>
<td>Day 21</td>
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<td>Day 6</td>
<td>Day 22</td>
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<td>Day 7</td>
<td>Day 23</td>
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<td>Day 8</td>
<td>Day 24</td>
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<td>Day 9</td>
<td>Day 25</td>
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<td>Day 10</td>
<td>Day 26</td>
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<tr>
<td>Day 11</td>
<td>Day 27</td>
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<td>Day 12</td>
<td>Day 28</td>
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<tr>
<td>Day 13</td>
<td>Day 29</td>
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<td>Day 14</td>
<td>Day 30</td>
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<tr>
<td>Day 15</td>
<td>Day 31</td>
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<tr>
<td>Day 16</td>
<td>Day 32</td>
</tr>
</tbody>
</table>
Learning About Myself as a Listener – Triple A Listening

**Purpose:** Triple A Listening is a technique that you can teach your students to help them become better listeners. It also provides strategies for the instructor to use to help students become more successful listeners.

**Directions:** Place students in pairs or small groups. Provide them with chart paper and have them make a chart like the one below. If you would rather students work in groups and fill out a worksheet, one is included with this lesson.

<table>
<thead>
<tr>
<th>Pre-Listening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Listeners</td>
<td>Ineffective Listeners</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Listening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Listeners</td>
<td>Ineffective Listeners</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After Listening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Listeners</td>
<td>Ineffective Listeners</td>
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<td></td>
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</tbody>
</table>

**Discussion:** Spend a few minutes discussing what it means to be a “good listener.” Also talk about the different things related to listening that you may do **before** a lecture, **during** a lecture and **after** a lecture. Explain that there are 3 “A”s to help students remember what good listeners do during each portion of the lecture:

**Triple A Listeners:**

* Maintain a constructive **A**ttitude
* Strive to pay **A**ttention
* Cultivate a capacity for **A**djustment

Listening requires mental effort and knowing a specific purpose. The purposes for listening relate to the “types” of listening:

* Are you listening to receive information? (listening for the content of the message)
* Are you listening to follow instructions? (a response or follow-up action is required)
* Are you listening to evaluate information? (judging the message)
* Are you listening for pleasure? (for enjoyment)
* Are you listening to empathize (to support others but not judge them)
Notes for the teacher

**Directions:** Instruct groups to brainstorm together to fill out the chart based on what they think effective and ineffective listeners do at each stage of a lesson or event that requires listening. A sample filled-in chart is shown below.

Once groups fill out their charts, post them around the room and begin to discuss the needs within your specific classroom to help students be more effective listeners, such as, do you need to minimize distractions, excessive hallway noise, provide more directions to students regarding the purpose for listening in various settings, etc. Add to the lists developed by the class and hold a group discussion based on charts. Should additional ideas be necessary, see the following chart ideas found at http://www.sasked.gov.sk.ca/doc/x1a/cla15b.html

<table>
<thead>
<tr>
<th>Pre-Listening</th>
<th>Effective Listeners</th>
<th>Ineffective Listeners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build their background knowledge on the subject before listening</strong></td>
<td>Start listening without thinking about the subject or topic</td>
<td></td>
</tr>
<tr>
<td><strong>Have a specific purpose for listening and attempt to determine the speaker’s purpose</strong></td>
<td>Have no specific purpose for listening and have not considered the speaker’s purpose</td>
<td></td>
</tr>
<tr>
<td><strong>Tune in and focus</strong></td>
<td>Do not focus attention</td>
<td></td>
</tr>
<tr>
<td><strong>Attempt to minimize distractions</strong></td>
<td>Create distractions or are easily influenced by distractions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Listening</th>
<th>Effective Listeners</th>
<th>Ineffective Listeners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Give complete attention to the task of listening and demonstrate interest</strong></td>
<td>Do not give attention to the task of listening</td>
<td></td>
</tr>
<tr>
<td><strong>Search for meaning</strong></td>
<td>Tune out what they find uninteresting</td>
<td></td>
</tr>
<tr>
<td><strong>Constantly check their understanding of message by making connections, making and confirming predictions, making inferences, evaluating and reflecting</strong></td>
<td>Do not monitor understanding or use comprehension strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Know whether close or cursory listening is required; adjust their listening behavior accordingly</strong></td>
<td>Are rigid note takers with limited note taking strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Are flexible note takers – outlines, mapping, categorizing—who sift and sort and often add information of their own</strong></td>
<td>Either try to take down every word or do not take notes at all</td>
<td></td>
</tr>
<tr>
<td><strong>Take fewer, more meaningful notes</strong></td>
<td>Judge the message by the speaker’s appearance or delivery</td>
<td></td>
</tr>
<tr>
<td><strong>Distinguish message from speaker</strong></td>
<td>Accept words at face value</td>
<td></td>
</tr>
<tr>
<td><strong>Consider the context and alternate meanings of words</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Listening</th>
<th>Effective Listeners</th>
<th>Ineffective Listeners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Withhold judgment until comprehension of message is complete</strong></td>
<td>Jump to conclusions without reflection</td>
<td></td>
</tr>
<tr>
<td><strong>Will follow up on presentation by reviewing notes, categorizing ideas, clarifying, reflecting, and acting upon the message</strong></td>
<td>Are content just to receive message without reflection or action</td>
<td></td>
</tr>
</tbody>
</table>
**Notes for the teacher**

**Directions:** As a final step, have students return to their assigned group to fill out the following student response chart together. A student copy of this worksheet is included with this lesson. Instruct students to list Pre-, During, and After Listening strategies from the class-developed charts that will help them become **Triple-A Listeners**:

What steps and strategies have been identified that will help you:

<table>
<thead>
<tr>
<th>Maintain a Constructive <strong>Attitude</strong></th>
<th>Pay <strong>Attention</strong></th>
<th>Cultivate a Capacity for <strong>Adjustment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I will try to think of something I want to learn from the speaker about the topic she is speaking on.</td>
<td>I will try to make personal connections with some of the things the speaker says. It will help me stay focused.</td>
<td>If the speaker talks faster than I am used to, I will be sure to review my notes soon after class to fill in things I missed.</td>
</tr>
</tbody>
</table>
**Student Directions:** Work with the members of your group to come up with ideas and fill out the following chart with actions of effective and ineffective listeners at each stage of the listening process.

<table>
<thead>
<tr>
<th>Pre-Listening (Before the Lecture)</th>
<th>Effective Listeners</th>
<th>Ineffective Listeners</th>
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<table>
<thead>
<tr>
<th>During Listening (During the Lecture)</th>
<th>Effective Listeners</th>
<th>Ineffective Listeners</th>
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</tbody>
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<table>
<thead>
<tr>
<th>After Listening (After the Lecture)</th>
<th>Effective Listeners</th>
<th>Ineffective Listeners</th>
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</tbody>
</table>
**Triple-A Listening Strategies**

**Student Directions:** As a final step, return to your assigned group and fill out the following chart together. List Pre-, During, and After Listening strategies from the class-developed charts that will help you become Triple-A Listeners. An example for each column is shown below.

<table>
<thead>
<tr>
<th>Maintain a Constructive Attitude</th>
<th>Pay Attention</th>
<th>Cultivate a Capacity for Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will try to think of something I want to learn from the speaker about the topic she is speaking on.</td>
<td>I will try to make personal connections with some of the things the speaker says. It will help me stay focused.</td>
<td>If the speaker talks faster than I am used to, I will be sure to review my notes soon after class to fill in things I missed.</td>
</tr>
</tbody>
</table>
Listening Activity – A Poem a Day

**Purpose:** Students will listen to a spoken piece of poetry. They will practice good listening skills as well as provide a personal response for several questions relating to the poem.

Many students are used to reading poetry out of a book. However, once in a while, students may have an opportunity to attend a poetry reading or to hear a poem read aloud. In those cases, the listener must stay focused and listen carefully.

**Directions:** Select a poem from the Poem-of-the-Day Podcast which is available free on iTunes® or choose a poem from a text that you can read aloud to your class several times.

Have 6 sheets of chart paper posted in various areas of the room. Write one of these titles on each piece of chart paper:

- What is a line or word that stuck out to you in this poem?
- How would you describe the tone or mood of this poem?
- What is one word you would use to describe the speaker in this poem?
- Does this poem remind you of a book, song, poem, movie or TV show? If so, what is it?
- Try writing a line of poetry that was left out of this poem.
- What would be another good title for this poem?

Have enough Post-It notes available so that each student in the class can respond to at least 3 of the questions recording their responses on the Post-It notes. (You may choose to have students respond to any number of the questions.)

Let students know you will play (read) the poem 3-4 times with quiet time for reflection between each reading. Students will silently focus on the words of the poem and the responses they are writing on the Post-Its. By the time the poem has played (been read) 3-4 times, each student should have written a response to the required number of questions.

Instruct students to circulate the room placing their Post-It notes on the appropriate charts. Allow time for a “Gallery Walk” where students can read the various responses to each question.

Conduct a class discussion about the poem and the responses, but also about the listening process. See if students liked just listening to the poem without having the words available, what was difficult, was any part of the listening process better for them than if they had simply read the poem silently by themselves, etc. You may also choose to follow up with a reflective writing response about the experience.

http://www.lrnoutloud.com/Podcast-Directory/Literature/Poetry/Poem-of-the-Day-Podcast/20139#plnk

This lesson is located at: http://www.learningthroughlistening.org/Classroom-Teaching-Tools/Lesson-Plans/View-Lesson-Plans-Full-listing/617/gradeid_4/lessonid_66/
Student Listening Activity – A Poem a Day

**Purpose:** You are used to reading poetry out of a book. However, you may have an opportunity to attend a poetry reading or to hear a poem read aloud one day. In those cases, you have to stay focused and listen carefully.

**Directions:** While your teacher plays or reads a poem aloud, use your Post-It notes to respond to the questions below. The number of Post-It notes you were provided with is the number of responses necessary for this activity.

You will **silently** focus on the words of the poem and the responses you are writing on the Post-Its. By the time you have listened to the poem 3-4 times, you should have written a response on each Post-It note.

**Questions for Response:**

- What is a line or word that stuck out to you in this poem?
- How would you describe the tone or mood of this poem?
- What is one word you would use to describe the speaker (author) of this poem?
- Does this poem remind you of a book, song, poem, movie or TV show? If so, what is it?
- Try writing a line of poetry that was left out of this poem.
- What would be another good title for this poem?

After you have completed your responses, wait **silently** for instructions from your teacher.
Reading
Note to the teacher

Developing Your Vocabulary

Purpose: To encourage vocabulary development and interest via context clues and the dictionary.

Directions:

1. While a selection is being read, have students mark any five words they don’t know.
2. Have each student write a meaning for the terms he/she has selected, using only context clues. (Steps one and two can be done for homework.)
3. Now, ask the class to form small groups of three or four students.
4. Have the students in the group analyze each other’s vocabulary choices and their suggested meanings. During this process, the group must debate the suggested meanings and come up with a group accepted definition for each vocabulary word—still without aid of a dictionary.
5. The group can now look up each term in the dictionary to see how close it came to a solid and appropriate definition.
6. Students can share their vocabulary and their findings in whatever manner suits the class and the instructor.
Developing Your Vocabulary

**Purpose:** Many students read material and often skip over words that they do not know. However, if they take the time to figure out the meaning of the word, they probably have a better understanding of what they have read. Sometimes a reader can get the meaning from the context of the sentence or paragraph. However, sometimes it is important to use the dictionary.

**Directions:**

1. While reading the assigned selection, mark any five words whose meaning you are not sure of.

2. Write a meaning for the terms you have selected without using the dictionary. Try using only context clues, that is other words in the sentence or paragraph that help you understand the word.

3. Form a small group of three or four students.

4. Taking turns, each student in the group will present his/her words and meanings of the words. The rest of the group will analyze the suggested meanings. During this process, the group must debate the suggested meanings and come up with a group-accepted definition for each vocabulary word—still without the aid of a dictionary.

5. The group can now look up each term in the dictionary to see how close it has come to an acceptable definition.

6. Be prepared to share your words and meaning with the rest of the class.
What Do Your Students Know: Assessing Prior Knowledge
Note Card Exercise

Purpose: Use this exercise to discover what your students know (or believe they know) about the specific topic(s) you are preparing to read about and discuss. Assessing prior knowledge is a critical instructional step.

Students come to the classroom with a broad range of pre-existing knowledge, skills, beliefs, and attitudes, which influence how they attend, interpret and organize in-coming information. How they process and integrate new information will, in turn, affect how they remember, think, apply, and create new knowledge. Since new knowledge and skill is [sic] dependent on pre-existing knowledge and skill, knowing what students know and can do when they come into the classroom or before they begin a new topic of study, can help us craft instructional activities that build off of student strengths and acknowledge and address their weaknesses. (http://www.cm.edu/teaching/)

Directions:

- Pass out a blank 5 by 7 note card to each student.
- Each student puts their name in the top corner of the card.
- Provide one or two questions related to the topic/article/issue that you are preparing to introduce.
- Students write as much as they can in the time you provide in response to the question that is directly related to the topic.
- Students should also note how they “know” this information (e.g. from a previous class, from a television show, they heard it from a friend, read it in a newspaper).
- Leave ample space between the responses.
- Students pass the cards to other students.
- When a student receives a card, he/she reads what has been written and responds. The response may be a clarification by adding additional information or it may be posed as a question (e.g. What about ____?) The card should be passed on until all comments have received a response.
- Return cards to the initial writer of the card.
- Students review responses recorded on their cards.
- Finally, cards should be given to the teacher.
- At this point, the teacher has several options:
  - Note the student responses.
  - Note what questions were asked.
  - If the responses are incorrect or contain incorrect assumptions or ideas, this is an indication of information that needs to be discussed/clarified in class.
  - Also note what type of vocabulary is being incorporated in the responses. What words associated with the topic are students familiar with? What important vocabulary needs to be introduced or clarified?
  - Be sure to incorporate some discussion about college reading introducing new ideas and new perspectives. Students need to maintain a willingness to entertain new ideas and differing points of view.
Questions: Asking and Answering Questions

Note to the Teacher

The Power of Posing Questions

“A reader with no questions might just as well abandon the book.”
(Harvey & Goudvis, 2000)

Using the Four-Questions Technique to Enhance Learning

Purpose: Active learning is effective in improving students’ learning (Angelo & Cross, 1993). Active learning encourages students to think more deeply about material. There are many ways to promote deeper thinking. One way is reflection. Students spend time thinking about the material. Dietz-Uhler and Lanter’s, “Four-Questions Technique,” is a model to help students ask questions of others as well as helping them write questions that promote deeper thinking.

Directions: Following a time of paired, small-group or individual reading, instruct students to work with their reading partner(s), study-buddy or small group. Have one student in each group pose the questions aloud while the other student(s) respond, then reverse roles. Responses may also be written down or recorded on chart paper for further class discussion.

These are the Four-Questions

1. Identify one important concept, research finding, theory, or idea in _____ that you learned while completing this reading.

   (This encourages analysis of the material.)

2. Why do you believe that this concept, research finding, theory, or idea in _____ is important?

   (This encourages students to reflect on the reading.)

3. Apply what you have learned from this activity to some aspect of your life.

   (This encourages students to relate the reading to their personal lives.)

4. What question(s)** has the reading raised for you? What are you still wondering about?

   (This encourages students to question the knowledge they gained as a result of the reading.)

*** Students should be instructed not to state that they did not have any questions.
References


Using the Four-Questions Technique to Enhance Learning

Purpose: It is important to reflect, to spend time thinking about what you have read. "Four-Questions," helps you ask questions and write responses that promote deeper thinking about things you read.

Instructions: Following a time of paired, small-group or individual reading, work with your reading partner(s), study-buddy or small group. One of you ask the questions (below) aloud while the other student(s) in your group respond(s). Then reverse roles. Your instructor may also ask that your responses be written down below or recorded on chart paper for further class discussion.

These are the Four-Questions

1. Identify one important concept, research finding, theory, or idea about ______ that you learned while reading this assignment. (analysis)

2. Why do you believe that this concept, research finding, theory, or idea in ______ is important? (reflection)

3. Apply what you have learned from this reading to some aspect of your life. (make connections)

4. What question(s) has the activity raised for you? What are you still wondering about? (You may not state that you do not have any questions ☺) (question the knowledge)
Question-Answer Relationship (QAR)

Purpose: Raphael created Question-Answer Relationships as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important is understanding where the answer will come from.

Directions for Instruction: Teaching QARs to students begins with helping them understand the core notion: that when confronted with a question, the answer will come either from the text or from what they already know.

These are the Core Categories:

1. In the Book (or video or WWW page...)
2. In My Head

Once students are comfortable with these simpler distinctions (this does not take very long!), move to the next level of understanding question types. Raphael divides "In the Book" into two QAR types (Right There and Think and Search); and "In My Head" into two QAR types (Author & You and On My Own). Note: A visual of this is included to use an overhead.

Explain the Four QARs

1. Right There. The answer is in the text, and if we pointed at it, we'd say, "It's right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.
2. Think and Search. The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.
3. Author and You. The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
4. On My Own. The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

QAR strategy shows the 3-way relationship between:

- Questions
- Text Content
- Reader Knowledge

When students understand how questions are written, they are more prepared to answer them.
<table>
<thead>
<tr>
<th>In the Book</th>
<th>In My Head</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right There</strong></td>
<td><strong>Author and You</strong></td>
</tr>
<tr>
<td>The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence. You could point to the answer in the text.</td>
<td>The answer is not in the text. The reader combines previous knowledge with text information to create a response.</td>
</tr>
<tr>
<td><strong>Think and Search</strong></td>
<td><strong>On My Own</strong></td>
</tr>
<tr>
<td>The answer is in the text, but requires gathering information from different places in the selection.</td>
<td>The answer is not in the text. The reader uses previous experience to respond.</td>
</tr>
</tbody>
</table>
**Teacher Instructions**

**Directions:** Easy example! Let's try it out! (Modeling) Two sample stories are attached for you to choose from. One is the familiar, “Goldilocks and the Three Bears.” The second is called, “Safe Surfing for Safer Schools.” Make an overhead of the story you would like to use. Read the story aloud modeling fluent reading. Use appropriate pauses, voice, emphasis, tone etc. Then follow up with the questions provided at the end of the story you choose.
Goldilocks and the 3 Bears

Once upon a time there were three little bears, a Mama bear, a Papa bear, and a Baby bear. These bears lived in a house in the woods.

One day Mama Bear was making oatmeal for breakfast, but the oatmeal was too hot so the bears went for a walk in the woods.

While they were out, a little girl with long golden curls came to the door of their house, and knocked. Her name was Goldilocks. No one answered. Goldilocks was lost, tired, and hungry.

She opened the door and called, "Hello?" No one answered.

Goldilocks went into the dining room, where she found three bowls of oatmeal on the table.

She tasted Papa bear's oatmeal, but it was too hot. She tasted Mama Bear's oatmeal, but it was too cold. She tasted Baby bear's oatmeal, and it was just right! So, she ate it all up.

Then she decided to sit down in the living room and read a book. First she sat in Papa bear's chair, but it was too hard. Then she sat in the Mama bear's chair, but it was too soft. Finally, she sat in the Baby bear's chair, and it was just right. She started reading her book, and then the Baby bear's chair broke into tiny pieces!

Goldilocks was very tired now, so she went upstairs to look for a bed to lie down in. First she tried Papa Bear's bed, but it was too hard. Then she tried Mama Bear's bed, but it was too soft. Finally, she tried Baby bear's bed, and it was just right. She fell fast asleep.

A little while later, the three bears came home from their walk. They went into the dining room, and sat down to eat their breakfast.

"Somebody's been eating my oatmeal," said Papa Bear.

"Somebody's been eating my oatmeal," said Mama Bear.

"Somebody's been eating my oatmeal," said Baby Bear. "And they ate it all up!"

The Bear family went into the living room to discuss what should be done.

"Somebody's been sitting in my chair," said Papa Bear.

"Somebody's been sitting in my chair," said Mama Bear.

"Somebody's been sitting in my chair, too," said Baby Bear. "And they broke it into tiny pieces!"

By now the Bear family was quiet upset. They went upstairs to check the rest of the house.
"Somebody's been sleeping in my bed," said Papa Bear.

"Somebody's been sleeping in my bed," said Mama Bear.

"Somebody's been sleeping in my bed," said Baby Bear. "And there she is!"

"GROWL!" said all the bears.

Goldilocks woke up, and the bears chased her all around the house, until everyone was quite exhausted.

Goldilocks explained that she was lost and hungry and that she was very sorry. Baby Bear was still very upset.

Finally, they all came up with an answer. Goldilocks helped Papa Bear fix the chair. She helped Mama Bear cook more oatmeal. And she taught Baby Bear how to make his bed. Then she washed up all the dishes, and the bears told her how to get home from the forest.

The End
**Teacher Instructions**

**Directions:** Each of the 4 types of questions is shown below. Ask students the questions and see if they can respond with the type of question you are asking and why it is that type of question.

**QAR Examples from Goldilocks and the 3 Bears:**

- Where were the bears when Goldilocks went to their house? **(Right There)**

- What things did Goldilocks do in the Bear's house? **(Think and Search)**

- What kind of girl is Goldilocks? Support your answer. Discuss whether Goldilocks is/is not a juvenile delinquent. **(Author and You)**

- Is it ever right to infringe on the rights of others or to take other people's possessions? Support your answer. **(On My Own)**
Safe Surfing for Safer Schools

The sun was setting, and as the senator gazed out his office window, he could see the silhouettes of some of the unique buildings and monuments of Washington, D.C. Directly in front of him at the other end of the National Mall, the stark obelisk of the Washington Monument thrust dramatically skyward, its red warning lights blinking in the approaching dusk. Although he couldn't quite see it, he knew that beyond the Washington Monument and the reflecting pool, a huge statue of Abraham Lincoln sat thoughtfully in the Lincoln Memorial.

The senator was worried. A bill before the Congress called Safe Surfing for Safer Schools would deny federal education dollars to states that didn't have laws against Internet pornography on their books. He was concerned about kids having access to inappropriate pictures, and even more concerned about Internet predators having access to kids. But he also believed strongly in the right of people to freely access information, even if it meant sometimes children might be exposed to adult materials. It seemed right to take money away from schools, where the need was desperate, if state legislatures balked at this federal pressure on them.

His constituents had let him know in no uncertain terms that they supported strict standards of decency on the Internet. He knew if he didn't support the bill, his next election opponent would paint him as pro-pornography and anti-child. But he didn't want anything to get in the way of providing monetary support to schools through federal grants.

The unique spires of the original Smithsonian Institution were getting harder to see, but there was still a faint gleam on the green dome of the Museum of Natural History. What was the right thing to do?
Teacher Instructions

**Directions:** Each of the 4 types of questions is shown below. Ask students the questions and see if they can respond with the type of question you are asking and why it is that type of question.

**QAR Examples from Safe Surfing for Safer Schools:**

- What legislation is the senator worried about? *(Right There)*

- What arguments is he having to weigh in his mind? *(Think and Search)*

- How would you advise the Senator, and why would you advise him so? *(Author and You)*

- What is a difficult decision you've had to make and how did you make your decision? *(On My Own)*

**Directions:** The following two pages share Bloom’s Taxonomy from two perspectives. These could also be used as overheads. Go over these with students. Figure 1 gives some interesting perspective to Bloom’s Taxonomy and allows for good discussion. For example, “What can you see from the lower levels of a tall building?” “How does the view from the lower levels change if the building is surrounded by other tall buildings?” “The higher you go in a building, how does the view change?” “How do you think this relates to questioning?”

Figure 2 compares the levels of Bloom’s Taxonomy to the QAR levels of questioning.
FIGURE 1
Bloom's Taxonomy adapted for use with literature

Give an opinion
(Evaluation)

Create something new
(Synthesis)

Compare/contrast
(Analysis)

Relate to real life
(Application)

Summarize/explain
(Comprehension)

Recall facts
(Knowledge)
Let's Compare:

<table>
<thead>
<tr>
<th>Bloom's Taxonomy</th>
<th>QAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Right There questions</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Think and Search</td>
</tr>
<tr>
<td>Application</td>
<td>Think and Search</td>
</tr>
<tr>
<td>Analysis</td>
<td>Author and You/Me</td>
</tr>
<tr>
<td>Synthesis</td>
<td>On My Own</td>
</tr>
<tr>
<td>Evaluation</td>
<td>On My Own</td>
</tr>
</tbody>
</table>
Guided Practice

Directions: Group students with their study-buddy, success team, learning group etc. Provide each group with copies of an article to read together (sample article attached). Ask each group to read the article then create at least 4 questions, one from each category. Record questions on chart paper. Allow each group to share at least one question with another group or with the whole class and see if others can identify each type of question.
As part of the discussion, ask students to respond to the following questions:

- How would you categorize the questions you created?
- What type of questions are the easiest to create?
- What type of questions are the easiest to answer?
- What type of questions reflect your real understanding (or lack of understanding) of the text?

Independent Practice

Directions: As students read assignments for the class, they can be assigned the task to write possible test questions using each category of questions. Class discussions can be guided through the use of these questions as well. Students could be instructed to coordinate discussions in class using the various types of questions as well.

Hold a brief discussion with students around these questions:

- How would you categorize the questions you created?
- What type of questions are the easiest to create?
- What type of questions are the easiest to answer?
- What type of questions reflect your real understanding (or lack of understanding) of the text?

Reference

Question-Answer Relationship (QAR)

**Student Purpose:** QAR is a way to help you realize that the answers to discussion and test questions are related to the type of question that is asked. Even more important, you can understand where the answer will come from.

**Student Directions:** With your partner(s) or group, read the article provided by your instructor. After reading the article, create at least 4 questions, one from each QAR category:

- Right There
- Think and Search
- Author and You (Me)
- On My Own

Record your questions on chart paper. You will be sharing at least one question with another group or with the whole class to see if others can identify the questions you have asked.

With your group, hold a brief discussion about the following questions. Be prepared to share your ideas with the class.

- How would you categorize the questions you created?
- What type of questions are the easiest to create?
- What type of questions are the easiest to answer?
- What type of questions reflect your real understanding (or lack of understanding) of the text?
Pesky Pests

BY DAVID VON DREHLE FOR TIME, WITH REPORTING BY DAWN REISS/CHICAGO

Bedbugs were almost wiped out in the 1950s. But now they're back. Experts are looking for ways to combat the pesky critters.

"Sleep tight. Don't let the bedbugs bite!" It's a silly thing to say. But it's a real problem. Bedbugs hide in headboards, mattress seams and furniture until it's time to wander out in search of a meal—a drop of human blood. In the 1950s, a chemical called DDT almost wiped out bedbugs. But the tiny bloodsuckers have an amazing ability to survive. A few critters hid, ate and multiplied. Now they're back! And DDT is no longer used, because it's bad for the environment.

The common bedbug, *Cimex lectularius*, has been found "in all 50 states and around the world," says Jeff White, star of the Internet series Bed Bug TV.

A Really Persistent Pest

In a recent survey of 1,000 pest-control companies across the country, 95% said they have seen bedbug problems in the past year. New York City is being hit the hardest. Bedbugs have been found in the Empire State Building, at the United Nations, in office buildings and in stores. Last week, bedbugs were found in a dressing room in Lincoln Center, the home of the New York City Ballet and Opera.

Bedbug bites produce no reaction in one out of three humans. People who do react often mistake their itchy, red welts for mosquito bites. The good news is that these little devils don't fly or transmit diseases. But they can do very real emotional damage. "They're creepy," White explains.

Can We Beat Bedbugs?

On September 21, more than 350 people gathered in Chicago, Illinois, for the first-ever bedbug summit. One scientist showed how the bugs hop from continent to continent on clothing, suitcases, backpacks and purses.

Experts explained that the best solution is to avoid bringing bedbugs into the home. People should be careful in public places where surfaces meet backpacks and bags. Travelers should inspect hotel beds and headboards for signs of bedbugs.

Battling bedbugs works best if they are found early. Once the bugs have been discovered, the best offense is to call a pest-control professional. Amanda Shaw, of Bloomington, Indiana, says she fought the bugs for two years before she called in the pros.

Experts may use a portable oven to destroy the bugs, or a powerful vacuum to suck them up. It can cost more than $1,000 to treat a single-family home.

White hopes to launch a charity this year to offer bedbug control to needy families. He says bedbug scientists must find a cheaper way to conquer the insects.

"In the next 10 years, a silver bullet will be found," says bedbug expert Richard Cooper. "Somebody made Velcro, and it changed the world. Somebody will figure out how to deal with bedbugs, and after that, they will be just another pest."
Establishing a Purpose for Reading

Purpose: It is important for students to realize that what they understand and remember from a reading experience can depend on the purpose for reading that they have established before reading. Conversely, if students establish no clear purpose for reading, then what they understand and remember may not equip them for what they need to know. This brief lesson will provide students with an opportunity to see how a purpose for reading can influence comprehension.

Directions:

- Divide the class into 3 groups.
- Provide all groups with copies of the same article (attached).
- Give the following instructions:
  - Group 1: Read the passage because you want to find out what factors can increase or decrease cardiac output.
  - Group 2: Read the passage because you want to find out how the sympathetic and parasympathetic nerves affect cardiac output.
  - Group 3: Read the passage to find out whether it is true that an athlete’s at-rest heart rate is lower than that of a non-athlete.
- Inform groups that you will be choosing two members of each group to speak for the group, so all members need to be prepared to respond.
- When students have finished reading, ask one person from each group to respond to the question that directed the group’s reading (their purpose).
- Ask another member of the group to talk about how the group went about reading to satisfy their purpose.

*Hints: Group 1 had to read the entire passage carefully because the information that they were looking for was spread throughout the entire passage. Group 2 had to scan for the key words sympathetic and parasympathetic and then read only paragraph 2, but they had to read that paragraph carefully. Group 3 had to go searching for the words athlete and at rest.
The heart is capable of pumping an astonishing amount of blood. If a healthy person's heart beats approximately 70 times per minute at rest, and if each side of the heart pumps approximately 70 milliliters (ml) of blood, then the amount of blood pumped during each minute would come to 4,900 ml per minute, which is about 5 liters. The amount of blood that each side of the heart pumps per minute is called the cardiac output. The cardiac output changes during exercise. It may rise to 25 liters per minute during strenuous exercise. A trained athlete's cardiac output may be as high as 40 liters.

The nerves of the autonomic nervous system control cardiac output. The sympathetic nerves carrying impulses to the heart raise cardiac output by raising the rate of the heartbeat and its strength. The parasympathetic nerves carrying impulses to the heart lower cardiac output by slowing the rate of heartbeat.

Distinguishing Between Main Ideas and Details

**Purpose:** Students need to know that identifying the topic sentence or main idea of a paragraph is necessary when trying to attain good comprehension of that paragraph. To do this, they need to practice distinguishing between the main idea sentence and the details that support it. The exercise on the following pages gives them that opportunity as well as promotes positive interdependence and individual accountability.

**Process:**

1. The students divide up into groups of 3-4.
2. Each group is given an envelope of 4 sentences. On the next page we have provided example of the groups of sentences which can go into an envelope. You can cut these out if you wish.
3. The students must each take a role in the group (facilitator, recorder, timekeeper and observer).
4. They are given only one sheet on which to put their answers (provided following the direction sheet). This promotes group work, for as a group they are to come to consensus on which is the main idea sentence, what is the best order of detail sentences and add another detail sentence.
5. There is no assigned reporter as the teacher should randomly select one student from each group to present the group’s answer. This encourages the students in the group to make sure that everyone understands the answers, which creates individual accountability.
6. Also, the observer has an important role – that is to write down ways in which each group member contributed to the group’s end product. This keeps the group attending to social skills. *It is useful to make sure that you have discussed social skills with the class before using this piece. Please look at the social skills section of the manual as well as the evaluation section for ways to teach and monitor social skills.*
My apartment is in need of serious repairs.
The medicine cabinet in the bathroom is hanging on one hinge.
Water is dripping into a bucket under the kitchen sink.
An ugly crack runs down one of the dining room walls.
The apartment thermostat is broken so the only choices are no heat or constant heat.

College grads have a bright future.
College grads usually earn more money than high school grads.
College grads are less likely to ever face unemployment.
College grads have greater self esteem and more confidence.
College grads develop a wider variety of interests.

I have suffered since my boyfriend and I broke up.
I have missed many of my classes.
Instead of sleeping, I keep thinking about my ex-boyfriend.
I was too miserable to go my cousin’s wedding, an event I had been looking forward to.
I quit my job so I wouldn’t have to see him at work.

My sociology book is designed to promote comprehension.
The prose in my sociology book is clearer than that of my other textbooks.
Each chapter opens with a funny story pertaining to the subject matter.
There are many headings and subheadings which make for easy studying.
There are helpful chapter quizzes and detailed answer keys.

The kitchen is the most inconvenient room in my house.
The sink is so low that I’m forced to hunch over when I wash dishes.
Each burner on the gas stove must be lit with a match and I often burn my fingers.
The white tile floor is impossible to keep clean.
There is no place in the kitchen to store brooms, mops or an ironing board.

Keeping house plants lush and healthy doesn’t require a green thumb.
A plant should be watered until excess runs out of the drainage holes in the container.
Too much fertilizer can kill a plant; fertilize sparingly after the plant is a year old.
Control light for each plant according to its need.
Distinguishing Between Main Ideas and Details

**Purpose:** Identifying the topic sentence or main idea of a paragraph is necessary when trying to attain good comprehension of that paragraph. To do this, you have to distinguish between the main idea sentence and the details that support it. The topic is the subject being discussed; the topic sentence states the major point about the subject. For example, community college is a topic. "The community college offers excellent services to its students" is a main idea or topic sentence about the community college. "One service is a comprehensive writing center" would be a detail sentence.

**Directions:** Read over the directions carefully before you begin the task.

1. Form a group of 3-4 students.
2. Each person in the group should have a role: recorder, timekeeper, facilitator and observer.
3. The facilitator opens the envelope and passes out one sentence to each group member. Then members take turns reading their sentence.
4. The group needs to come to consensus on which sentence is the main idea sentence. Once consensus is reached, the recorder writes down this sentence on the sheet provided.
5. Then the group should review the other 3 sentences, which are the detail sentences, agree on a logical order of these sentence and the recorder adds them to the sheet.
6. Finally, agree on one more detail sentence and add it the sheet.
7. Once the task is completed, everyone in the group should feel comfortable to report out on the group’s choices as the reporter will be randomly called upon.
8. You have 15 minutes to complete this task; the timekeeper is responsible for keeping track of the time and so keeping the group moving ahead.
9. The observer will attend to the group’s cooperation skills and fill out the group monitoring sheet to be turned in with the group recording sheet.
Distinguishing between Main Ideas and Details – Group Recording Sheet

Topic Sentence:


Detail 1:


Detail 2:


Detail 3:


Detail 4 (your creation):


Observer’s Group Monitoring Sheet

Directions to the Observer: On this form, write down two ways in which each member helped the group finish the task. (You are one of these members.)

1. Name __________________________

2. Name __________________________

3. Name __________________________

4. Name __________________________
Notes for the Teacher

Finding Main Ideas and Supporting Details in Paragraphs

Purpose: One of the most helpful reading skills to develop is the ability to find an author's main idea. A closely related reading skill is the ability to locate supporting details. Supporting details provide the added information that is needed for readers to make sense of the main idea. This activity will give students opportunities to read, discuss and identify main ideas and supporting details in text.

Directions:

- Divide class into pairs or small groups. Provide each group with one spider map (copy follows) and enough copies of the article (various articles included) so each group member has their own copy of the text.
- As a prereading activity, instruct pairs/groups to (1) survey the text of their assigned article, (2) discuss the topic of their article, (3) reach consensus as to the topic and (4) use the spider map to record the topic of their article.
- Ask pairs/small groups to read the text of their assigned article aloud taking turns.
- After each paragraph is read, groups pause to allow each member to underline what they think is the main idea of the paragraph and also mark supporting details.
- Continue until article has been completed by the group.
- Have members of the group discuss or restate the main idea and supporting details for each paragraph. The group needs to come to consensus as to what the main idea and supporting details of each paragraph are. Once consensus is reached, groups can complete their spider map.
- Have groups share the topic, main ideas and supporting details of their article with other teams along with their reasons as to why this is a useful reading strategy.
- Ask each group to discuss why locating the main idea and supporting details is a helpful reading strategy to employ.
Article 1

Behavior is contagious. One person giggles, coughs or yawns, and others in the group are soon doing the same. A cluster of people stands gazing upward and passersby pause to do likewise. Laughter, even canned laughter, can be catching. Bartenders and street musicians know enough to “seed” their tip cups with money to suggest that others have given.

Sometimes the effects of suggestibility are more serious. Sociologists have found that suicides increase following a well-known suicide. So do fatal auto accidents and private airplane crashes (some of which disguise suicides) – and they do so only in areas where the suicide is publicized. Following the film star Marilyn Monroe’s suicide on August 6, 1961, the number of August suicides in the United States exceeded the usual count by two hundred. In Germany and the United States, increases in suicide have also followed fictional suicides in TV dramas. Such copycat suicides help explain the clusters of teenage suicides that now and then occur in some communities.

In making its pricing decision, a company needs to consider the other members of the pricing chain. The consumer price of a product is often the result of several separate decisions.

Consumer goods usually pass from manufacturers to wholesalers to retailers. The manufacturer makes the product and decides on an initial price. Then the manufacturer sells the item to a wholesaler, who sells the item to a retailer at a new price. The retailer then tries to sell the product to the consumer at yet another price. If nobody buys the item, the retailer may reduce the price. At every level in the chain, the price of the product is increased enough for that member to make a profit.

Because a number of parties are involved in setting the final price of a product, no one has total control. The manufacturer may recommend a certain pricing strategy for a product. But there is no guarantee that other links in the chain will abide by the recommendation.

Driving has always been dangerous, but a new epidemic stretching across America’s highways is making it even more risky. Researchers call this problem “road rage” — an intense anger that makes drivers become violent. Road rage is usually triggered by a minor traffic incident, such as someone honking a horn at another driver, or one person cutting in front of another. But once it strikes, this rage instantly turns ordinary people into possible killers. For example, recently one motorist on his way to work got angry when a car zipped in front of him, forcing him to slow down. The driver was so enraged that he pulled out a gun, drove up to the side of the other car, and tried to shoot driver. Instead he hit and killed the passenger – the driver’s pregnant wife. Sadly, stories like this have been reported all over the country, particularly in crowded urban areas.

Psychologists think that road rage is caused by a buildup of stress that acts like a time bomb waiting to explode. Once an event triggers the release of the tension, road rage strikes. Since anyone on the road can be one of these “time bombs,” police suggest that you drive carefully. They also say to call them if someone looks particularly angry and driving in an inconsistent way.

Whether a surgeon tells someone that 10 percent of patients die during a particular surgery or that 90 percent survive, the information is the same. But the effect is not. The risk seems greater to people who hear that 10 percent will die. The way we pose an issue is called “framing.”

Similarly, consumers respond more positively to ground beef described as “75 percent lean” rather than “25 percent fat.” A new medical treatment strikes people as successful and recommendable if framed as having a “50 percent success rate” rather than a “50 percent failure rate.” People are more bothered by an incident of student cheating if told that 65 percent of students had cheated than if told that 35 percent had not cheated. And 9 in 10 college students rate a condom as effective if it supposedly has a “95 percent success rate” in stopping the AIDS virus; only 4 in 10 think it successful when given a “5 percent failure rate.” Merchants may mark up their “regular prices” to appear to offer huge savings on “sale prices.” A $100 coat marked down from $150 by store X can seem like a better deal than the same coat priced regularly at $100 by store Y.

In 1830, the first American-built locomotives were put into regular operation on some railroads. These early railroads suffered from nagging engineering problems and a great deal of opposition. The first rails were simply wooden beams with a metal strip nailed to the surface. The strips often curled up, cutting through the train's floor. Brakes were wholly inadequate, consisting of wooden blocks operated by a foot pedal. Boilers exploded so frequently that passengers had to be protected by bales of cotton. Engine sparks set fire to fields and burned unprotected passengers. One English traveler counted thirteen holes burned in her dress after a short ride.

Prejudice against railroads was widespread. Businesses such as stagecoaches, ferries, and canals sought laws to prevent trains from carrying freight. A group of Boston doctors warned that bumps produced by trains traveling at fifteen or twenty miles an hour would lead to cases of "concussion of the brain."

Spider Map

Write main ideas on the slanted lines that connect to the circle. Write details on the branching lines.
Distinguishing between Fact and Opinion

Purpose: A good essay usually requires both your own view and the evidence behind it. However, to write convincingly, you must be able to tell the difference between facts (truths needing little support or explanation) and opinions (personal thoughts that require both support and explanation). In this exercise, you will practice recognizing the distinction.

A fact is something that can be proven true. It can be tested. For example, we can verify for certain whether “John’s dog weighs fifty pounds” or not.

An opinion is a feeling or belief that cannot be proven true. It is only a judgment, even though it might be reasonable and based on facts. Trying to establish whether “John’s girlfriend is mean” will only lead us to judgments from different people.

Interestingly enough, “John thinks his girlfriend is mean” could itself be a fact. We can verify that John thinks this.

Directions: In a small group, determine whether each of the following statements is a fact or an opinion. Each member should be prepared to explain the group’s reasoning to the class.

1) Avatar is the highest-grossing film of all time.

2) Avatar is the best movie of all time.

3) Some people believe that Avatar is the best movie of all time.

4) Morgan Freeman is one of Hollywood’s most talented actors.

5) Morgan Freeman won an Oscar for Million Dollar Baby.

6) Morgan Freeman should have won an Oscar for Invictus.

7) Barry Bonds has 762 home runs, the most ever in Major League Baseball.

8) Barry Bonds probably used steroids.

9) If Barry Bonds used steroids, he should be banned from the Hall of Fame.


11) It remains uncertain how many people were killed by Katrina.

12) Hurricane Katrina was the biggest tragedy in American history.

13) The Simpsons is one of the funniest shows ever.

14) The Simpsons has grossed over 500 million dollars worldwide.

15) Time magazine named The Simpsons the 20th century’s best television series.
Reading and Understanding Cooperatively
Cooperative Exercise for Reading a Research Paper

Purpose: This exercise brings together all of the skills you need to read and understand a long piece of reading material. It also exposes you to the type of writing you will be doing in freshmen composition classes.

Directions: Follow all of the steps below in order to achieve a firm understanding of the material you are reading.

1. Read the assigned student research paper provided for you by your instructor. As you are reading underline any words that you cannot pronounce or you do not understand the meaning of.

2. Get into a group of 4 students and select a recorder.

3. Go through the paper with the group to create a list of terms whose meanings you are not sure of. The recorder should write this list on a sheet of paper. To do this everyone should share his or her words. All words are acceptable even if only one student does not understand the meaning or can’t pronounce the word.

4. After you have created the list, go through it and see how many of the terms you can understand from the context. Write down what you think the meaning is; then check the meaning in the dictionary.

5. Create a separate list of technical terms.

6. Discuss what you think is the main idea of the paper. Write down the main idea and underline it in the paper, if it is there. (You may want to do question 7 before completing question 6.)

7. Write down at least 5 important facts or ideas that you have learned from reading this paper.

8. Discuss ideas that the paper made you think about. List at least 5 of these.

9. Evaluate the paper. In other words, do you all agree that it was a successful paper or that it was not successful in presenting information. Was it easy to read and understand? Did it make you think? Record your answers.

10. What else would you like to know about this subject as a result of reading the paper? Record these ideas, too.

11. Go over your recorder’s note to make sure that they are accurate.
Reading and Understanding Cooperatively
Article Review of “What Good Families Are Doing Right”

Purpose: Now that you have read and underlined the article by Delores Curran, it is time to prepare notes. The best way would be to go back into the article and review what you underlined for each of the hallmarks of a communicating family.
Directions: Get in a group of 4-5 students and review the article by writing down at least 2 important ideas for each selection. You should come to consensus on the ideas you select. After you are done, select a reporter who will read what you wrote to the class.

The family exhibits a strong relationship between the parents.

The family has control over television.

The family listens and responds.

The family recognizes unspoken messages.

The family encourages individual feelings and independent feelings.

The family recognizes turn-off words and put-down phrases.

The family interrupts, but equally.

The family develops a pattern of reconciliation.

The family fosters table time and conversation.

Now list any new vocabulary words that you (the group) found in this article.
Writing
Teaching the Writing Process through the Whole Brain Thinking Model

The Whole Brain Thinking Model was developed by Ned Herrmann. Herrmann stresses the diversity of how learners process information – as thinkers, doers, feelers and innovators. In the On Course II Workshop held at the college in January, the large group was divided up into 6 design teams. The task for each group was to create the curriculum to teach a given concept incorporating strategies that address all learner types.

The English/Speech group worked on teaching the writing process. Group members were: Ruth Silon, David Sierk, Richard Wagle, Vince DiMaria and Tiffany Miller (student and SI leader). The plan below would need at least 4 one hour and forty minute class periods, but could be redesigned to fit other time slots.

Day 1 – Frontloading

Before beginning to teach the actual process, it would be useful to do some frontloading activities. Frontloading is a strategy used to motivate leaders to try a particular behavior (in this case the writing process) or to learn something new. We recommend 2 frontloading activities.

1. Use a case study – create a scenario about a student or students and how they address the task of writing a paper. One could show the last minute approach, another the more organized approach and so forth. The students would then discuss in large or small groups what it takes to write a paper. What are the lessons learned?

2. Stir the Class/Creating a Rubric – Students sit in “home groups” of 3, with each student having an assigned number (1-3). The instructor tells the students that they are going to build a rubric for the first essay (or paragraph). The students in each group are to discuss how the paper should be evaluated (what are the components of the paper, how many points is each worth). After 5-10 minutes, the ones (1’s) move to another group repeating the process (the point is to create the sharing of ideas about writing an essay and to have everyone talking). This should probably be done at least 3 times, with the 2’s moving the next time, then the 3’s. Once the teacher has determined the last round, the students get back in their home group and create a rubric for presentation. Following the presentations, the class (with instructor guidance) can create the rubric for the paper.

Day 2 – Prewriting

1. The One Minute Paper - Students can be given a selection of prompts or questions from which to choose a possible topic for a first paper. (i.e. What motivated you to attend college; describe your dream date; where is the best place to eat out) After given sometime to select a topic, the students have one minute to write as much as they can on it. (It is possible that one minute could be changed to 3 or 5 minutes...but the point is to put on a little pressure to get them writing.)
2. **Eagles and Hawks** – This is a collaborative activity in which the students interact with one student at a time and then switch partners a number of times. Half the class is Eagles and the other half are Hawks. In the first pair, students pick which bird they want to be. To encourage thinking about the potential paper, the pairs take a minute to tell each other what each is going to write about gathering feedback and ideas from their partners. The direction to each pair is to take turns telling each other the topic and get one idea from the listeners and write it down. So for example:

The Hawk would say to the Eagle, “Here is what I am thinking about writing __________.” Then the Eagle would say to the Hawk, “You might consider __________.” Then they would switch.

After a couple of minutes, the teacher shouts, “Eagles fly” and the students (eagles) move to another partner. This can be done about 5 times. The students are naturally brainstorming with each other and gathering ideas for their thesis.

3. **Focus Walk with a Learning Buddy** – Students are paired with a learning buddy throughout a given purpose, in this case experiencing the writing process. In this series of exercises, the students will meet with their learning buddy 3 times. The Focus Walk is their first interaction. The buddies actually go and take a walk in which each one shares what his/her paper is going to be about. They can take a walk for about ten minutes. During the first five minutes, student A shares his/her topic and student B listens and responds. During the second 5 minutes, they switch roles. They are also responsible for keeping track of the time, switching partners at the 5 minute mark and returning to class on time.

4. **Graphic Organizer** – Students individually work on a graphic organizer (aka a web) for the paper. This would obviously mean that the instructor has to spend some time explaining the organizer as well as discussing the thesis statement (which hopefully came up during rubric design). Students leave the class with a completed graphic organizer.

Day 3 – Drafting

1. **Think/Write** – Students are given time to look over and think about all of the material that they created in the previous class. Then they are given about 40 minutes to work on a first draft of their papers.

2. **Sentence Stems with the Learning Buddy** – Sentence stems are truncated statements designed to help the writer get useful feedback from his/her learning buddy. The learning buddies exchange drafts, read the drafts and then give feedback based on the sentence stems provided by the instructors. Some stems might be:
   
   I would like to learn more about ________________.
   
   I was confused when I read ________________.
   
   I really enjoyed ________________.
After the buddies complete the stems and exchange them, they could discuss their responses if there is time.

**Now the students are expected to come to the next class with a completed draft!! The activities on Day 4 depend on them doing their work.**

Day 4 – Revising

1. **Sentence Stems – A Personal Review** - The instructor provides the students with sentence stems which get them consider the content and organization of their drafts. Some stems could be:

   I am still not sure about this part of my paper ________________.
   If I could add something else, it would be ________________.
   I am wondering if I should ________________.

2. **Sentence Stems with Learning Buddy** – This is mostly a repetition of the sentence stems from Day 3; however, now the buddy has what is supposed to be a complete draft. So the stems could be the same ones from Day 3 or more could be added.

3. If there is time left in class, the students could rework the drafts. The rubric should now be distributed to the class to use as they write the final draft.

**Homework – the students must finish the draft and then make an audio recording of the draft. After making the recording, they are to listen and make corrections and revisions as needed. The revisions made should be listed on a revisions sheet. The recording, revisions sheet and the final draft are now ready to be turned in. The paper will be graded using the rubric created by the class.**
Formatting Papers

Purpose: Students need to know the importance of writing and presenting the paragraphs and essays in the correct format.

Directions: Meet with a learning partner. Using the list below, check each other’s papers to locate possible mistakes before handing the paper to the instructor for a grade.

___1. Is the paper full-size – 8 1/2” by 11”?

___2. Are there 1-1/2” margins all around the paper?

___3. If the paper is handwritten, have you
   __Used blue or black ink?
   __Been careful not to overlap letters or make decorative loops on letters?
   __Kept all capital letters distinct from lower case letters?

4. Title:
   __Is the title centered?
   __Have you been careful not to put quotation marks around the title?
   __Have you been careful not to underline the title?
   __Have you capitalized the first letter of all words of the title except for short prepositions?
   __Is your title made up of several words (not a complete sentence) that indicate what the paper is about?
   __Have you skipped a line between the title and the paragraph?
   __Is the title in the same font (12) and script, and not in bold?

___5. Is the first sentence of your paper independent of the title?

___6. Have you indented (about 5 spaces) the first line of each paragraph?

___7. If you have broken any words at the end of the line, have you been careful to break only between syllables?

___8. Have you put your name, date and other information in the upper left hand corner?

this class "This is my ARGUMENT paper." for Professor Ashe's class!!!

Which is about whether or not you smoke. And if you just consider the differences between smokers and Non from a completely objective perspective, you'll see that smokers have a raw deal in the recent Ban on smoking in public places.

First of all, since not everyone smokes, not everyone is affected. I'm giving up smoking, but what are you giving up? It's a hardship for some people, but for others nothing is different. This is hardly fair. It seems to me that some people are being asked to sacrifice for others, but the favor isn't being returned. For instance, maybe I don't like your obnoxious laugh, but you're still going to get to come into the bar and annoy me, but I have to stand outside so that you don't have to smell smoke. In my Opinion, it's just as bad for your health to have an irritant like a noise that gives you stress as it is to inhale a little air, which after all you're going to exhale anyway.

Another reason why it isn't fair is because smokers already pay more taxes. We're keeping all the state government running, so we might as well get some perks.

A third thing is that, even if some people don't believe this, smokers have rights too. I should be able to go anywhere and do my thing, and if smoking makes me happy, what is it to you? It's not as if you have to hang out by my table, or even stay at the same bar. You can go someplace else where people who don't want to smoke hang out.

Fourth, if a person owns a private business, and wants to allow people to smoke there, they should be able to do that. No one has to eat in a particular restaurant. The owners make the rules for what goes on there. If I don't like Chinese food, does that mean I can go into PK Chang's and tell them the odor disgusts me, so they better not serve that? And yet they can say remove all your ashtrays, or face a

HUGE FINE!!!

--written by Bob A. Student

(P.S. I worked on this ALL NIGHT! I really need an A in because I'm failing math!)
Creating Topic Sentences and Details

*Purpose:* When writing paragraphs and essays you need to have supporting details. The most important sentence in a paragraph is the topic sentence. The rest of the sentences should support the topic sentence. In an essay, you need to have a thesis statement in the introduction. The rest of the paragraphs in the essay will support the thesis. Supporting details are examples, evidence, and illustrations. In order to convince your readers or explain to your readers why you believe something as you do, you will need to share relevant detailed information with them which is connected to your main topic.

Exercise #1:

Part 1-
Imagine your favorite holiday. Without naming the holiday, write down sensory experiences. In other words, what smells do you associate with it? What tastes? What textures? What do you hear? What do you see? Once you have listed five or more characteristics, share these with a partner. Was your partner able to tell you what the holiday was?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Part 2-
In the exercise you just participated in, the holiday—Christmas, Halloween, Thanksgiving, etc.—was the main idea. The sensory expressions (touch, taste, and so on) were the details. These details make up the experience of your favorite holiday. On the lines below, create a topic sentence which would include your favorite holiday. Next, write a draft paragraph using the details you generated in Part 1.
Exercise #2:

Part 1—
Picture your favorite sport. Without naming it, write down the things that you need in order to play that sport. What equipment, if any? What uniform or special clothing do you need? What kind of space does the sport require? After answering these questions, share with a partner the answers, and see if the partner can guess the sport.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part 2—
The main idea in this exercise was the sport. The supporting details are the equipment, uniform, space, etc., needed to participate. On the lines below, write a topic sentence that contains a controlling idea about your favorite sport. Next, write a draft containing supporting details you generated in Part 1.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Exercise #3:

Part 1—
Think about your best friend. How did you meet? What personality characteristics drew you to this person? What do you have in common? What do you like to do with your friend?


Part 2—
The main idea, if you were to write a paragraph or essay on this topic, is your best friend. The supporting details would be reasons why this person is your best friend. On the lines below, create a topic sentence about your best friend. Next, write a draft of a paragraph that contains details you generated in Part 1.


Creating Good Thesis Statements

Purpose: Just as a topic sentence expresses the idea of a paragraph, a thesis statement expresses the purpose of an entire paper. In turn, the paper as a whole supports the thesis statement. Therefore, in order for you to write a good paper, you must begin with a good thesis statement.

Background Information: A thesis statement must accomplish two things. First, it must clearly state the paper’s specific topic. If you are going to focus on the Cleveland Cavaliers, the reader should not think you are going to discuss the entire NBA. Second, it must offer a viewpoint on that topic—also known as an opinion. A viewpoint is something the reader could agree or disagree with. It gives you something to prove. Simply announcing your topic ("My paper is about the Cavaliers.") or stating a fact ("The Cavaliers started in 1970.") offers no viewpoint and nothing to prove. As a writer, you have nowhere to go from there.

"The Cleveland Cavaliers did not choose well in the 2011 draft." is a good thesis statement. Why? By the first standard above, it is clear what topic the writer will be addressing. By the second standard, the viewpoint is certainly one the readers can have differing opinions about. Therefore, the writer will need to offer the reasons supporting that viewpoint.

Round Robin Group Activity

Directions:

1. Form groups of three students. In this Round Robin activity, you will each play three roles. First, you will be the Topic Master. Next, you will be the Opinion Maker. Finally, you will take on the role of the Naysayer.

2. Now, as the Topic Master, on the sheet provided, you will each write down three different possible topics for an essay. When all three of you are finished, pass your papers to the student on the right in your group.

3. Now you are all the Opinion Maker. Choose one of those topics and write three sentences (thesis statements), each offering a different viewpoint about the topic. When all are finished, pass the paper with the topics and thesis statements to the right one more time.

4. Now you are the Naysayer. Pick one of the viewpoints (thesis statements) and write how you could disagree with it. The Naysayer can write more than one disagreement, if possible. Once again, pass the paper to the right. Everyone should have the paper he/she started with.

5. The group as a whole will then judge whether the chosen sentences are good thesis statements. To do this, one member at a time becomes a Discussion Leader and
reads what is on his/her paper asking the group to judge the thesis statement. The group should come to consensus on the statement, even if it has to make revisions to create a better sentence.

6. Group members should make sure that everyone understands the created thesis statements and why they work because the instructor will randomly call on one of the students to present the group's work.

Topics: 1. __________________
         2. __________________
         3. __________________

Thesis Statement:

Disagreement:
Using Transitions – Notes to the Teacher

**Purpose:** This exercise is designed to have the students make choices on using the appropriate transitional word in a sentence. As it is done with a partner, it encourages the students to verbalize why a particular word is the correct choice for the sentence. Each dyad gets only one sheet, encouraging them to work together.

**Directions:** As you have learned, transitions are words or phrases that are used to join one idea with another. In this exercise you will practice selecting the correct transitional word for a sentence or set of sentences. Not only will you have to choose the best word, but you will also have to support your choice. Meet with your learning partner. Together read the example below. Then together complete the rest of the worksheet.

<table>
<thead>
<tr>
<th>Place the correct transitional word in the sentence.</th>
<th>Tell why you chose this word.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Brenda wanted to buy a new coat; <strong>however,</strong> she only had twenty dollars. She will have to wait until next week to buy the coat.</td>
<td><strong>However</strong> shows an opposing situation</td>
</tr>
<tr>
<td>John is taking chemistry next semester; _______________, he is taking English 1010.</td>
<td></td>
</tr>
<tr>
<td>Jason had better pay his CCC parking ticket; _______________ he will not get to register next semester.</td>
<td></td>
</tr>
<tr>
<td>Samantha spent 2 hours studying math everyday last week; _______________, she got an “A” on the midterm exam.</td>
<td></td>
</tr>
<tr>
<td>My friend Sue is often late to class; _______________, today she was 30 minutes late to biology and missed a quiz!</td>
<td></td>
</tr>
<tr>
<td>There are many ways to obtain a good grade in class. _______________ is good attendance.</td>
<td></td>
</tr>
</tbody>
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**Possible word choices:** however, nevertheless, as a result, thus, otherwise, first, last, for example, for instance, in fact, in addition. (You can also refer to your textbook.)
Using Transitions

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**Possible word choices:** however, nevertheless, as a result, thus, otherwise, first, last, for example, for instance, in fact, in addition. (You can also refer to your textbook.)
Error Log Practice – Cooperative Activity

Purpose: The error log is a good idea to include as a part of the students’ journal. More importantly, it is a way to force them review and seriously consider the mistakes they made in a recent paper. They need to understand their errors so they can improve future writing. Below is a group activity to help them learn to use this log effectively.

Directions: Form a group of 4 students. Everyone in the group should select one of the following roles: reader, discussion facilitator, recorder and reporter. (Note: you may not want to select a role until you read the tasks below.)

1. The group is given a paragraph which has 5 errors. The task is to find the errors, and use the error log to both note and correct the errors.
2. First, the reader reads the paragraph aloud. While the paper is being read, other group members mark possible errors.
3. The discussion facilitator helps the group decide on what 5 errors will be included in the error log. All members need to agree and understand the mistakes made.
4. Next, the recorder fills out the log with the other members help. The recorder will use the log sheet provided, noting (1) the kind of mistake, (2) the sentence in which the mistake occurs, and (3) a rewritten sentence that corrects the mistake.
5. The group goes over the recorder’s work to help the reporter prepare for his/her presentation.

Sample Paragraph

The food in the cafeteria was terrible yesterday there are several reasons why I said that. First of all my chicken was uneatable. It was burn on one side and half done on the other side. In fact, their was even blood running out of it. Secondly, my mixed vegetables were overcooked. They looked like mush, surprisingly, I thought I was eating soup. Finally, the smell of my milk made my stomach turn. I was shocked; it looked like cottage cheese mixed with water. I don’t think I will be going to the cafeteria for awhile. The food really stinks.

(Note: Each group in class can be given the same paragraph, and the reporters will only present one error, but they will not know which one until after the entire activity is completed. Or, the groups can be given different paragraphs. The first option is probably best, as the groups learn to prepare for every answer, not knowing which error they are responsible for. Another variation is to have no predetermined recorder, and the groups know in advance that any member may be called upon to report. The specific role for the fourth person could then be time
Error Log Practice – Cooperative Activity

Purpose: The error log is a required part of your journal. More importantly, it is a way to force yourself to go over and seriously consider the mistakes you made in a recent paper. You need to understand your errors so you can improve your future writing. Below is a group activity to help you learn to use this log effectively.

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Error Log

Your error log is a required part of your journal. More importantly, it is a way to force yourself to go over and seriously consider the mistakes you made in a recent paper. You need to understand your errors so you can improve your future writing. Thus, for each mistake I have noted in a given paper, please include it in your log. First, name the mistake, then write the incorrect sentence and finally rewrite it, making the correction. See the examples below.

Mistake – consistent tense

Error: The subjects I liked most are math and electronics.

Correction: The subjects I liked most were math and electronic.

Mistake – fragment

Error: My disability limits me on what kind of degree I can pursue, but I have some good ideas. Maybe paralegal.

Correction: My disability limits me on what kind of degree I can pursue, but I have some good idea like a degree in paralegal studies.

Mistake – spelling/word choice

Error: I have a paternal twin sister named Rhonda.

Correction: I have a fraternal twin sister named Rhonda.

Mistake – run-on sentence

Error: Being nineteen is wonderful because I am just starting my life, I am really starting to find out a lot about myself I love it.

Correction: Being nineteen is wonderful because I am just starting my life. I am really starting to find out a lot about myself, and I love it.
Error Log – Form
(You can use this form instead of your own paper, if you would like to. Remember to include all three parts – error, incorrect sentence and the correct sentence.)

Name of Error: ______________________
Incorrect Sentence:

____________________________________

Corrected Sentence:

____________________________________

Name of Error: ______________________
Incorrect Sentence:

____________________________________

Corrected Sentence:

____________________________________

Name of Error: ______________________
Incorrect Sentence:

____________________________________

Corrected Sentence:

____________________________________

Name of Error: ______________________
Incorrect Sentence:

____________________________________

Corrected Sentence:

____________________________________
0980 Parts of Speech Exercise – Notes to the Teacher

Purpose: This intent of this exercise is to familiarize students with the different parts of speech, and help them understand how sentences are put together.

Directions: Please note that this can be a very time-intensive exercise; it will likely take an entire period. Allow at least twenty minutes each for the class to understand the task, to complete the work sheets, and to go over the results.

First, describe the game of “Mad Libs.” Please remember that while many of us who went on to teach English grew up playing this and other similar word games, it is likely that many of our students have not.

How then to explain? Key words are taken out of a story. Without seeing the story, players must fill in the blanks. For each blank, players are told only the part of speech, so the sentences usually work grammatically, but the random combinations created are often funny. Provide examples. For instance, “The adjective man invented an amazing noun” could become “The stupid man invented an amazing sock,” “The electric man invented an amazing toaster,” and so forth.

Second, pass out the sheet explaining the parts of speech as they are used in the game. Though admittedly simplistic, this should provide a practical tool. Discuss this sheet with the students briefly. Bear in mind that they will understand this sheet better as they play the game—that is, after all, the point.

Next, tell the students that you are going to do a Mad Lib as a class, with them filling in the blanks for an unknown story. Divide the class into small groups. Provide each group with one of the lists of the parts of speech, which the students will need to fill in. As the students work, circulate around the room to answer questions, guiding them to provide words fitting the appropriate categories. As the story is divided into three parts, an average class may have two or three groups working over each part—a healthy variety.

Then read the story aloud, at each number prompting at least one of the appropriate groups to provide its corresponding word. At some points, you might want to get several responses to bring out the variety of options. Some will work well, some not so well, and some might not work at all. Such cases may well provide good opportunities to discuss the nuances of usage within each category. However, Mad Lib’s cavalier process for selecting words, such corrections can be made with little fear of embarrassing students. Many of the responses should prove funny, and the overall tone can remain light.

One possible follow-up activity is to have students write their own Mad Libs, either as groups for other groups, or as individuals for each other within a group.
Below are simplified descriptions of the parts of speech. While they could have far more complex explanations, these will work (usually) for the Mad Lib game—and will give you a good general idea of each type.

A noun is a person, place, or thing. Nouns can be concrete, such as a book, or abstract, such as the ideas inside it. Most have both singular and plural forms.

Examples: Billy, students, cat, hamburgers, porch, car, shoes, dreams, money, forest, Akron, act

A pronoun replaces a noun (Not “Dave talked to Ruth about astronomy,” but “I talked to her about it.”) As pronouns don’t offer much room for creativity, our Mad Lib doesn’t use them.

A verb shows an action or a state of being. Verbs can be past or present tense. Present tense verbs usually end in “s” if they apply to a singular subject (“The postman hates to be late”).

State of being verbs (such as “is” or “have”) normally are not useful for Mad Libs. Action verbs that describe something just done by the subject (“Beth ran,” “Garbage stinks”) are okay, but may not work in all instances. The best action verbs for Mad Libs are those that describe something done by the subject to another noun (“Beth kicked the car,” “Your idea appals me”).

Examples of this last type of verb: steal, heard, excite, betray, explained, dissect, annoy

An adjective describes a noun or a pronoun: “I have a new red car,” “The angry dragon ate the terrified sailor.”

Examples: humble, impressive, embarrassing, beautiful, corrupt, awesome, grimy, dull, forgotten

An adverb can describe a verb (“Bo walks slowly”), an adjective (“Mike is surprisingly talented”), or even another adverb (“Bo walks terribly slowly”). While not all adverbs end in “ly,” most do, and these work the best for Mad Libs anyhow.

Examples: sadly, quickly, stupidly, enthusiastically, incredibly, effortlessly, wonderfully

A preposition shows the relationship between a noun or pronoun and other words in a sentence: “After the game, I sat behind the building with the woman in the silly hat.”

Examples: by, through, to, from, through, at, around, on, of, for, during, before, over, above

A conjunction joins words, phrases, or clauses. There are two types. Though not always interchangeable, either type of conjunction will work in this version of Mad Libs.

Some coordinate equal parts: “Bob and Mary will study all night, so they can pass the test.” There are only seven coordinating conjunctions: and, but, for, or, nor, yet, so

Other conjunctions subordinate one part to another: “Although Kay is grumpy, I like her because she is honest.” Here are some examples of subordinating conjunctions: after, before, if, since, unless, until, when, whether, while

An interjection conveys emotion but is not grammatically related to any other part of the sentence: “Hey, stop that!” “Ouch!” “I missed the final—oh darn!”
Parts of Speech — Mad Libs

**Purpose:** This exercise will familiarize you the different parts of speech, and provide you with a vital key to understanding how sentences are put together.

**Directions:** This is a specially-designed version of a popular game called “Mad Libs.” First, your group should fill out the numbered sheet below with words that match the appropriate parts of speech. (To make the exercise work properly, your verbs should be actions rather than words like “be” or “have.”) Then you will get a story with numbered blanks in it. Your group will then read the story aloud, filling in the blanks with the corresponding words.

1) CONJUNCTION

2) ADJECTIVE

3) NOUN

4) NOUN (PERSON A, MALE)

5) VERB, PAST TENSE

6) ADVERB

7) ADJECTIVE

8) ADJECTIVE

9) ADVERB

10) ADJECTIVE

11) PLURAL NOUN (THINGS)

12) PLURAL NOUN (THINGS)

13) NOUN (PLACE NAME A)

14) ADJECTIVE

15) VERB

16) ADJECTIVE

17) ADVERB
Parts of Speech – Mad Lib

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18) ADJECTIVE

19) VERB

20) VERB

21) NOUN (PERSON B, MALE)

22) ADVERB

23) VERB

24) NOUN (PERSON C, FEMALE)

25) ADVERB

26) PREPOSITION

27) VERB

28) PREPOSITION

29) NOUN (ANIMAL)

30) INTERJECTION

31) ADJECTIVE

32) CONJUNCTION
Parts of Speech – Mad Lib

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33) ADJECTIVE
34) ADJECTIVE
35) VERB
36) CONJUNCTION
37) NOUN (THING)
38) ADVERB
39) PREPOSITION
40) INTERJECTION
41) ADVERB
42) ADVERB
43) VERB, GERUND
44) NOUN
45) ADJECTIVE
46) ADVERB
47) ADJECTIVE
48) VERB
**Avatar Mad Libs**

Some believe that *Avatar* is the best movie ever, _1_ others believe it is just a very _2_ _3_. _4_, who _5_ the movie, _6_ said that it is his most _7_ work. The _8_ plot involves a race of _9_ _10_ people who live on a planet covered with _11_ and _12_. The planet is named _13_. Unfortunately, _14_ humans want to _15_ the planet because it has _16_ deposits of _17_ valuable minerals.

To find out about _13_ and its _18_ natives, some special humans inhabit avatar bodies that allow them to _19_ and _20_ just like the natives. One human, _21_, is _22_ thrilled because he can no longer _23_ in his human body. He meets a native woman, _24_ who realizes that he is a(n) _25_ special person. Together they travel _26_ the forest, and she teaches him how to _27_. He impresses the natives after he learns how to ride _28_ a(n) _29_. They all shout, "_30_!" Meanwhile, she discovers _21_ is very _31_, _32_ she falls in love with him.

Alas, the rest of the _33_, _34_ humans still want to _35_ the planet, _36_ they attack a(n) _37_ that is sacred to the natives because it has _38_ expensive minerals _39_ it. After this disaster, _24_ screams "_40_" at _21_ and declares that he is _41_ _42_ awful. Now he must redeem himself by _43_ _13_. This will test whether he is worthy of being a _44_ or not.

Unfortunately, we don’t have space here for the rest of the _45_ plot; however, as _4_ would assure you, it is _46_ exciting and so _47_ it will make you _48_. 
Getting and Giving Feedback for Revising
Revising Through Outlining

On the next page you will find a cooperative exercise where students create scratch outlines of each other's papers. In this exercise, they will be able to find out if their organization is clear and if their details are relevant. The exercise is one more way for students to get and give feedback and talk openly and cooperatively about their work.

However, this exercise can also be used in many other ways as it is really both a reading and writing exercise. Here are a few suggestions:

1. Use the exercise with sample student paragraphs (those that are near perfect and those that have problems) which are not written by students in the class. Give the exercise for homework, and then ask the students to form groups in class and come to consensus on the outline.
2. Find a reading selection in the text, and use the scratch outline as a way to understand what is being read.
3. Teach the students to create a web (or graphic organizer) from a completed scratch outline. Ask them which one they feel more comfortable using for their future papers.
Revising Through Outlining

**Purpose:** Students lose points when they submit hastily written, carelessly executed sentences, paragraphs and essays, which can be easily revised for a better grade. Doing this exercise, you will practice reading each other’s paragraphs, know what constitutes a well-written paragraph, offer constructive criticism, and have an opportunity to revise your own paragraph before handing it in for a grade.

**Directions:** Form groups of three and exchange your rough/first draft papers, so you are reading each other’s papers. Using the outline form below, complete a scratch outline of the paragraph you are reading.

Topic

Sentence

Support1

Details and Examples

Support2

Details and Examples

Support3

Details and Examples

Concluding Sentence

Pass the paragraph around one more time and complete the scratch outline for the next student’s paper. Each member of the group is completing the outline for the other two members of the group.

Return the paragraphs to the original writers. Discuss one paragraph at a time. Is the organization clear? Are the details relevant? What needs to be worked on? This gives each writer a chance to explain, to learn from the mistakes and to get a fresh perspective.
Peer Review and Feedback Exercise: The Troubled Paragraph

Purpose: Learning how to read another student’s work critically and give him or her feedback will help you with your own writing. This exercise will provide you with practice creating and providing such feedback.

Group Roles: Select a reader to read the paragraph out loud, a recorder to write the group’s notes, a facilitator to keep the group on task, and a reporter to share the group’s responses with the entire class.

Directions: Pretend that the paragraph below has been written by one of your classmates. There are over 15 mistakes in this paragraph. Among the mistakes are problems with order, lack of transitions, sentence order, the topic sentence, conclusion and other paragraph basics. Below the paragraph, you will find 11 questions that your group needs to answer. This should be a collaborative effort with a chief goal of helping your colleague gain an “A” on this paragraph.

Susan Baker
ESL class
November

It is such a terribly rainy day today. I will never have a roommate again. She left the water running when she took her shower today and after she left and I took my shower there was no more hot water. also, she never pays her rent on time. she pretends to be allergic to my animals so she is always complaining about them. she owes me for two months of back rent. I had to borrow the money from my mother! My roommate is also a poor housekeeper. I found an old pizza with fuzz growing on it under the couch I also found potato chips in the couch and a bag of cookies stuffed behind a chair. Her job starts earlier than mine, so she wakes me up by being loud in the morning. She never lets me take a shower first, and she uses all of the hot water. She likes to wear my clothes and she gets holes in them from cigarettes. I don’t smoke and hate the smell. I think cigarette smoking is unhealthy and I don’t like what it does to people’s teeth or their breath. I wish the government would do something about people smoking in buildings, it is about time that there were more laws against smoking.

Questions for Paragraph Review
1. Does the paragraph have a title?
2. Is the paragraph in the correct format?
3. Is there a topic sentence and controlling idea?
4. Are there enough supporting details?
5. Are there appropriate transitions?
6. Is there a logical conclusion?
7. Is there unity and coherence?
8. What did you like?
9. What confused you?
10. What suggestions do you have for changing the paragraph?
11. Note any grammar, spelling, mechanics and punctuation issues.
Feedback Exercise: Turning a Paragraph into an Essay

Purpose: Students need help both giving and accepting feedback. One way to help them is to let them practice giving feedback to an unknown student. The following group exercise does this as well as gets them thinking about the way they could turn a simple paragraph into a larger essay. They will probably need 20-30 minutes for this exercise.

Directions to the instructor: Divide the students into groups of 3 or 4. Provide them with the following handout. Ask one student to be the recorder, but let all the students know that each is responsible for all the answers. Anyone of them may be called on to share their responses with the group. This will ensure both individual accountability as well as get all the group members involved.

Directions to the students: The following paragraph titled "Computer" is an actual paragraph written by a student. In your groups, you are to read the paragraph and comment upon it, using the instructions below. Your goal is a) to help this student receive an "A" on his paragraph, and b) help the student turn this paragraph into an essay. In order to do both of these things, you will need to be able to find what is good in this paragraph as well as what is wrong.

Computer

I like computer. It is very easy to use. If, I have free time. I can use computer go to the internet to find my friends. We will play the online game. We can listen the music in the computer. I feel very relax. It is very easily to pass my time. Computer is very important for me. I can use it to get more fun. Sometimes, I feel unhappy. I was e-mail to my friends. I would tell them about my problem. If I get tired. I would see the movies on the computer. Computer is my good friend. I will buy something to update it.

Instructions:
1) First, respond to this as a paragraph. Is there a topic sentence and controlling idea? What is it? Does the student support it?
2) What are the grammatical and other errors in the text? Do they make the paragraph difficult to understand?
3) Does the student need transitions? Why? Where?
4) Is there a need for content revision?
5) Next, read this as if you were going to help the student write an essay. What could the thesis be?
6) What would the supporting paragraphs be about? How many paragraphs would there be?
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2) What are the grammatical and other errors in the text? Do they make the paragraph difficult to understand?


6) What would the supporting paragraphs be about? How many paragraphs would there be?

7) Write an outline for a possible essay.
Strategy Cards from Supplemental Instruction for Reading and Writing
**Assigned Discussion Leader**

One person in the group is asked to present on a topic or review material for the group and then lead the discussion for the group. This person should not always be the regular group leader.

**Hints**

When assigning a discussion topic to individual members of the group, you may need to be prepared to allow a little time for the person leading the discussion to prepare for the discussion.

This technique works best when everyone or nearly everyone in the group is given an assignment to be the "expert" on.

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**Clusters**

In clusters, group participants are divided into smaller groups for discussion. They may also be allowed to self-select the small group they want to be in. After discussing the assigned topic, the cluster may report their findings to the large group.

**Hints**

If possible, see that each group is provided a space on the board to record important points of their discussion. Allow time for each group to report back to the large group. You may have to assign someone from each group to report back.

*The Leaders Guide to SI.*

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**Divide and Conquer**

This strategy is designed to conquer a difficult reading assignment. The assignment should be divided up into meaningful sections and each student (or group) should be assigned one section. Ask the students to read and summarize their section. After they all have read the material, have each student read aloud their summary. Encourage students to ask questions and be prepared to emphasize areas students may have overlooked. Lastly, discuss the article as a whole.

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**Group Survey**

Each group member is surveyed to discover their position on an issue, problem, or topic. This process insures that each member of the group is allowed to offer or state their point of view.

**Hints**

A survey works best when opinions or views are briefly stated. Be sure to keep track of the results of the survey.

*The Leaders Guide to SI.*
JIGSAW

Similar to divide and conquer, this is a method of making the group as a whole dependent on subgroups. A large group is divided into 2 or more groups (3-4/group) and each group is assigned a topic/task/step in problem etc. becoming an “expert”. Students then move from their expert group to a new jigsaw group in which each student acts as the only expert in their specific topic and teaches the material to rest of group. Each new jigsaw group consists of 3-4 students prepared to teach subject to peers.

Collaborative Learning Techniques, Barkley, Cross, Major

LEARNING CELLS

To engage students in thinking about the content, encourage them to generate thought provoking questions and check for understanding.
1) students develop list of questions & answers over course material;
2) form pairs;
3) student A asks the first question and student B answers. Student A offers corrections, clarification, additional info if needed;
4) Student B asks next question and student A answers.
5) Process continues until all questions are answered. Encourage students to ask more open ended questions and to vary the types of questions.

Collaborative Learning Techniques; Barkley, Cross, Major

THINK-PAIR-SHARE

This process requires three stages. The students should be given a question, concept, or problem and then encouraged to think about it alone for a (short) designated time period. Then they pair with another student and discuss what they found individually for an additional time period. Lastly, the pairs join the large group and discuss their conclusions as a whole.

TURN TO A PARTNER

Group members work with a partner on an assignment or discussion topic.

Hints
This technique works best with group participants who have already been provided with enough background on a subject that they can immediately move to a discussion with their partner without previewing or reviewing concepts.
Suggestions for Evaluation When Using Cooperative Activities
Individual Accountability

According to David and Roger Johnson, individual accountability is, “The measurement of whether or not each group member has achieved the group’s goal.” This includes, “Assessing the quality and quantity of each member’s contribution and giving the results to all members.”

For teachers of English 0980 who are interested in fostering cooperative learning, individual accountability should be measured in two ways: academic achievement and social skills development. If you develop a group exercise or project that will be graded, then you need to consider both the group grade and an individual student’s grade. What will be your grading system or rubric? If you want feedback on what the whole class and the individual students have learned, academically, what cooperative measures can you use to gain that information? Next, you should seriously consider helping the students monitor their personal social skills while they work in groups. Each student is, after all, individually accountable to his/her group. A true cooperative learning approach monitors both academic and social growth in both the individual and the group.

Therefore, on the following pages we have included a number of activities and forms to help you and your students assess the advancement of their cooperative learning. At the end of this section are a couple of pages from the Johnson’s book Cooperation in the Classroom which highlight group celebration and common problems and solutions in processing group progress.
The One-Minute Paper

Purpose: This quick technique can be used as an in-class assessment to help the instructor find out what students have gotten out of a given day's class. The technique works well with both large and small classes. No matter how beautifully prepared our classroom presentation may be, what the student hears is not always what we think we have said. The one-minute paper (described in Angelo and Cross, Classroom Assessment Techniques) is a quick and easy assessment tool that helps alert us when this disjuncture occurs, while it also gives the timid student an opportunity to ask questions and seek clarification.

Method

In its basic format, the instructor takes the last minute (or, realistically, three minutes) of class and asks students to write down short answers to two questions:

- What was the most important point made in class today?
- What unanswered question do you still have?

Responses can be put on 3x5 cards that are handed out, or on the student's own paper. Students can be allowed to respond anonymously, to encourage them to admit points of confusion they might hesitate to put their name to, or they can be asked to write their names so that the instructor can write a brief, personal response to each question or encourage thoughtful answers by giving extra credit.

In one variation described by Angelo and Cross, the instructor asked each student to name five significant points that had been made in that session. (To make this into a cooperative exercise, see the activity called Catching Up.) This can be especially useful in identifying the range of perceptions of what has been happening in class. By spending some time early in the semester discussing these perceptions and how they relate to what the instructor hopes that the students will see as the central ideas of the class, students can learn how to identify the central themes in each lecture.

Findings

Many of the students in large lecture classes viewed the one-minute paper as simply a means of checking on whether or not they attended class, and, in fact, it did help keep class attendance up.
Note to the teacher

Use of Findings

Since the purpose of the one-minute paper is to identify and clarify points of confusion, start the next class with a few minutes spent discussing student answers to the first question and explaining the misunderstandings that seemed to be shared by more than one student.

To use the one-minute paper as a learning tool, it is essential that you be consistent and regular and spend time early in the course clarifying what you want. It can also be employed simply as a periodic check on how accurate your perceptions are of what students are learning and what unanswered questions remain at the end of each class. The beauty of this tool lies in its simplicity and flexibility.

Reference

The Muddiest Point: Note Card Exercise

Purpose: Use this exercise to discover what your students find least clear or most confusing about a particular lesson or topic. Students learn to identify what they do not understand and articulate the "muddy point." Even though the strategy is easy to administer, the student response requires some higher-order thinking.

Directions:
- Determine what you want feedback on: the entire class session or one self-contained segment? A lecture, a discussion, a presentation, a homework assignment?
- Give each student a blank note card.
- Let them know how much time they will have to respond and what you plan to do with their responses.
- Have them respond to this question, "What was the muddiest point in ______?"
- Students do not have to put their name on the card. The success of this exercise is largely due to a feeling of anonymity. It is quite useful for figuring out what pockets of misunderstanding there are.

If this is completed at the end of class, it could be used as an "exit slip," having students record their response and turn it in as they exit the class. The instructor can look over the questions and begin the next class session in a variety of ways. You may choose to place students in groups of 3 or 4 and give them one or two questions to discuss and respond to within their group. You may decide to hold an entire class discussion to clarify some point(s) of the previous session.
Group Self-Monitoring

Write Down Two Ways Each Member Helped The Group Today!

<table>
<thead>
<tr>
<th>NAME</th>
<th>HELPFUL ACTION</th>
<th>HELPFUL ACTION</th>
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Group Monitoring

Agree On Your Answers And Write On Your Group Paper:

1. What are three specific actions we did that helped us do well on the assignment?
   a.
   b.
   c.

2. How did each of us contribute to the group's success?
   a.
   b.
   c.

3. What is an action that would help us do even better next time?
   a.
   b.
   c.
How Well Do You Help Your Group?

Assessment One - Rate yourself on how well you do these teamwork skills with the groups you are in.

Name ___________________ Date ___________________

1. I listen carefully and attentively. Never 1 2 3 4 5 Always
2. I show respect to each group member. Never 1 2 3 4 5 Always
3. I encourage everyone to learn. Never 1 2 3 4 5 Always
4. I participate actively and positively. Never 1 2 3 4 5 Always
5. I help the group stay on task. Never 1 2 3 4 5 Always
6. I am on time for group meetings. Never 1 2 3 4 5 Always
7. I encourage everyone to participate. Never 1 2 3 4 5 Always

What else do you do to help the groups you are in?

What teamwork skills are you going to work on improving?

Assessment Two - Rate yourself on how well you do these teamwork skills with the groups you are in.

Name ___________________ Date ___________________

1. I listen carefully and attentively. Never 1 2 3 4 5 Always
2. I show respect to each group member. Never 1 2 3 4 5 Always
3. I encourage everyone to learn. Never 1 2 3 4 5 Always
4. I participate actively and positively. Never 1 2 3 4 5 Always
5. I help the group stay on task. Never 1 2 3 4 5 Always
6. I am on time for group meetings. Never 1 2 3 4 5 Always
7. I encourage everyone to participate. Never 1 2 3 4 5 Always

What else do you do to help the groups you are in?

What teamwork skills are you going to work on improving?
My Checklist for Cooperative Groups

NAME ______________________________________ DATE __________________

1. When I knew an answer or had an idea, I shared it with the group.
   ____ all of the time  ____ some of the time
   ____ most of the time  ____ never

2. When my answer did not agree with someone else’s, I tried to find out why.
   ____ all of the time  ____ some of the time
   ____ most of the time  ____ never

3. When I did not understand something, I asked questions.
   ____ all of the time  ____ some of the time
   ____ most of the time  ____ never

4. When someone else did not understand a problem, I helped him understand.
   ____ all of the time  ____ some of the time
   ____ most of the time  ____ never

5. I tried to make the people in the group feel respected.
   ____ all of the time  ____ some of the time
   ____ most of the time  ____ never

6. Before I signed my name to the paper, I made sure that I understood all of the
   question and answers, agreed with them, and was confident that all other members
   understood the answers.
   ____ all of the time  ____ some of the time
   ____ most of the time  ____ never
STUDENT CHECKLIST: Cooperation

I contributed my ideas and information.

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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I asked others for their ideas and information.

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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</table>

I summarized all our ideas and information.

<table>
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<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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I asked for help when I needed it.

<table>
<thead>
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<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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I helped the other members of my group learn.

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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I made sure everyone in my group understood how to do the school work we were studying.

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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I helped keep the group studying.

<table>
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<th>Sometimes</th>
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I included everyone in our work.

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Celebrating

You take the fourth step in structuring group processing when you have group members celebrate their success and members’ efforts to learn. Group processing ends with students celebrating their hard work and the success of their cooperative learning group. Celebrations are key to encouraging students to persist in their efforts to learn (Johnson & Johnson, 1993). Long-term, hard, persistent efforts to learn come more from the heart than from the head. Being recognized for efforts to learn and to contribute to groupmates’ learning reaches the heart more effectively than do grades or tangible rewards. Both small-group and whole-class celebrations should take place. Small group processing provides the means to celebrate the success of the group and reinforce the positive behaviors of group members. Individual efforts that contribute to the group’s success are recognized and encouraged. Members’ actions aimed at helping groupmates learn are perceived, respected, and recognized. It is feeling successful, appreciated, and respected that builds commitment to learning, enthusiasm about working in cooperative groups, and a sense of self-efficacy about subject-matter mastery and working cooperatively with classmates.

A common teaching error is to provide too brief a time for students to process the quality of their cooperation. Students do not learn from experiences that they do not reflect on. If the learning groups are to function better tomorrow than they did today, students must receive feedback, reflect on how their actions may be more effective, and plan how to be even more skillful during the next group session.

| Common Problems, Possible Solutions |

If you have one of these problems, what will you do? Working with a partner, rank order the alternatives from most effective to least effective.

1. “I do not have enough time to do processing.” When time is running out, try one of these:

   — Have students turn to their partners and tell them one thing they did that helped them learn that day (positive feedback).

   — Sample the class by having a few students tell the class one thing a partner did that helped them learn that day.

   — Have students thank their partners and shake hands or give high-fives.

Do the processing and assign the rest of the lesson as homework or assign the processing questions as homework.

Do yesterday’s processing at the start of today’s cooperative group. Challenge students to improve their group from yesterday.

2. “Students are not specific enough in their answers.” Vague answers may mean trust is low or students are still learning to process. Try having the group write and turn in answers to specific questions, such as:

___ What are three ways each member helped the group today?

___ What are three things your group did well in working together? What’s one thing that would make your group even better?

___ What social skills did each member use in the group today? What is one social skill each member will use next time?

___ How did you help the group today? How will you help even more next time?

3. “Some students do not help or use poor cooperative skills with the processing.”

___ Have students individually and privately write their answers to processing questions so they have time to think about it. Have them give these directly to you so they can be more candid than if they were giving feedback in the group.

___ Assign roles during processing (such as recorder, question-asker, encourager) so everyone has a structured, positive job.

___ Give students positive sentence starters (“It helped me today when you...” “One thing I appreciate about you is...”).

___ Have the class brainstorm ways in which members can help in groups. Make a poster of the list so students are visually reminded of what to say when giving positive feedback and processing.

___ Occasionally, sit with a group and guide their processing (modeling), then ask students to rotate leading processing in a similar way.

___ Formally observe or have a student observer and have the group discuss the resulting data (“What behaviors did we do well? How could we improve?”).