Connections Manual Overview

In this manual you will find information to help you understand the logistics of, and plan your individual section of the USU 1010 course. The manual is supplemented with planning, scheduling, and teaching resources found at www.usu.edu/connections/instructors.

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The Faculty Advisory Committee is a sub-committee of the University General Education Committee. The committee is tasked with curriculum development for this course.

Mandatory Dates for all Instructors

Tuesday, August 1 – Syllabus Due (in Canvas) for New Instructors
Monday, August 7 – Syllabus Due (in Canvas) for Returning Instructors
Friday, August 11 – Publish Course in Canvas
Wednesday, August 16 – Send Initial Email to Students
Tuesday, August 15, 12:00-2:00 p.m. – Mandatory Final Training in the TSC Auditorium
USU 1010 Connections Objectives

BIG IDEAS OF CONNECTIONS
The Connections objectives have been framed as three Big Questions that students should be able to answer at the end of the course. Our intention is to help students become “intentional learners” who understand how to get the most out of their education and how to address challenges that may affect them as college students.

BIG QUESTION 1
Why am I here?
A. What is an educated person? How does an educated person contribute to his or her community?
B. What role does general education play in educating a person?
C. What role does the major play in educating a person?

BIG QUESTION 2
How do I best engage myself in the process of becoming an educated person?
A. What does an intentional student look like?
B. What competencies do I need to develop in order to succeed?
C. What resources are available to help me succeed?

BIG QUESTION 3
How do I become a fully engaged member of the university community?
A. What opportunities are there for me to have fun and to become more invested in the university community? (clubs and organizations)
B. What is a learning community, and how do I go about building one?
C. What are the benefits of a common literature experience?

APPLYING the CURRICULUM to the BIG QUESTIONS
Everything taught and experienced during Connections must tie back to one or more of the Big Questions. By referencing assignments, workshops, and activities back to the big questions, we focus on the “whys” and “hows” of a university education. Every aspect of the course must support the Connections Objectives.
Planning Your Class

You will be given a course schedule that includes your pre-scheduled workshops and meetings. The methods you use to teach the required curriculum topics are up to you. Instruction time is yours to design. In addition to the required curriculum topics, you may spend **up to 5 hours** of your instruction time teaching additional lessons or doing activities that you feel will benefit your students. **Please be advised that these five hours must still tie back to the course objectives.**

COURSE-PLANNING RESOURCES

Instructor Scheduling and Resource Website [www.usu.edu/connections/instructors](http://www.usu.edu/connections/instructors)

At this site you will find:

1. The Instructor Resource Page, which lists each curriculum topic with links for resources, ideas, and teaching methods.
2. The Instructor Scheduling Page, where you will find scheduling calendars and logistical information.

Optional Brown Bag Discussions

You are encouraged to attend brown-bag discussions. Many of our most successful Connections instructors have found these opportunities to learn and share to be very valuable. They are a significant part of the Connections teaching/learning community.

- **Wednesday, May 17, 12:00-1:30 p.m., DE 204**  
  Canvas Basics

- **Wednesday, May 24, 12:00-1:30 p.m., DE 204**  
  Canvas Refresher/Schedule Builder (formerly SALSA)

- **Wednesday, May 31, 12:00-1:30 p.m., HH 130**  
  Optimizing your schedule/making the most of the three days and follow ups. Utilizing your Peer Mentor

- **Wednesday, July 12, 12:00-1:30 p.m., HH 130**  
  Teaching Techniques: Leading and Assessing Discussions/Teaching the Big Ideas

- **Wednesday, July 19, 12:00-1:30 p.m., HH 130**  
  Teaching Techniques: Ways to get outside the classroom and mix it up. Ideas for community building.

- **Wednesday, July 26, 12:00-1:30 p.m., HH 130**  
  Tips and suggestions for teaching and integrating *When Breath Becomes Air* into your curriculum,
Instructor Mentor
New instructors will be assigned an instructor mentor, someone who has successfully taught the course previously.

Canvas Training
Your Canvas section will be pre-populated with the standard Connections curriculum. You will be given a checklist of things to do in order to customize your Canvas section.

In addition to the two brown bags focused on Canvas, you can also schedule an individual appointment with CIDI if you need further assistance.

Videos
The Connections curriculum relies on several instructional videos that have been designed to supplement the assignments and facilitate class discussion. Videos are listed with their associated curriculum topic at http://www.usu.edu/connections/instructors/resources.cfm, and are linked at http://www.usu.edu/connections/instructors/videos/ for easy in-class viewing.

Aggie Blue Book
Each incoming student is given an Aggie Blue Book, this booklet contains information about the following:

- Preparing to attend Utah State
- Student resources
- Parking and shuttle information
- Academic policy information
- Semester dates and deadlines
- Important history and traditions of USU

Students are told to take their Aggie Blue Book to class, so feel free to reference it throughout your course. You will be given a copy of the Aggie Blue Book at the August Training.

General Catalog
The USU General Catalog is available online at http://catalog.usu.edu. The online catalog contains course descriptions, program requirements, calendars, and information about policies and procedures of the university.

Connections Peer Mentor
Peer mentors are undergraduate orientation leaders hired to help ease the college transition for incoming students. The position is intended to provide academic focus and support for freshmen throughout their crucial first year beginning with Aggie Orientation and Connections, and following through with regular electronic correspondence and mentor office hours during fall semester. Most peer mentors are members of the orientation staff called the A-Team, others are honors fellows or students who have applied and interviewed for the position. All peer mentors sign a similar work contract and are trained to mentor the incoming freshmen.
Your section will be assigned a peer mentor in April. Mentors are expected to make contact with you shortly after receiving their assignments. They are expected to then meet with you to discuss their involvement in the Connections course. Peer mentors will be prepared with possible ideas and suggestions, and can be a great resource when planning the course. They are also a significant part of the retention efforts. It is critical that you utilize them in planning and executing your course.

**Peer Mentor Responsibilities**

As part of the course, all peer mentors are expected to do the following:

- Abide by the code of ethics and FERPA restrictions outlined in their training.
- Know each student by name, and ask questions that will help the mentor give advice. Assist the university to retain the student and assist the student to learn the skills and resources to persist and succeed at USU.
- Give daily announcements regarding evening activities, etc.
- Communicate with the instructor to receive written responsibilities for the course.
- Follow through with all assigned responsibilities.
- Answer questions, as appropriate, regarding class assignments, meeting times, etc.
- Hold a weekly office hour throughout the first few weeks of fall semester.
- Assist students with registering for spring semester, filing a leave of absence, or filing a complete withdrawal when needed.

**Possible Additional Mentor Roles**

- Prepare and present a lesson, discussion, or activity on a topic such as college finances, roommates, academic integrity, campus resources, student involvement, history and folklore of USU, etc.
- Lead icebreaker, teamwork, and/or leadership activities.
- Accompany you and your class on hikes, canoeing trips, excursions to First Dam, etc. (peer mentors are not able to lead the class off-campus without your presence).
- Organize a panel of current students to answer questions and share experiences.
- Lead Q&A sessions at the end of class periods.
- Give a tour of campus or the TSC.
- Assist with and monitor discussions on *When Breath Becomes Air*. Peer mentors must read the book before Aggie Orientation dates in the summer.
- Help photograph class activities and/or create social media for the class.
- Facilitate the student resources Jeopardy game. Quiz bowl buzzers and white boards are available on a first-come, first-served basis by reservation on the instructor scheduling page.

**Peer Mentor Restrictions**

As part of appropriate involvement in the course, peer mentors **CANNOT** do the following:

- Manage the overall grade book or Canvas course; this is the responsibility of the instructor.
- Determine overall grades or grant exceptions to the attendance policy.
- Instruct the course for more than a total of two hours, collectively.
- Be left alone with the class during workshops or regular class time, except in cases where the instructor leaves so the peer mentor can do an “honest Q&A” session.
• Grade subjective assignments. However, due to the non-subjective content, peer mentors CAN grade the following assignments:
  o Canvas Discussion about When Breath Becomes Air
  o Academic and Career Planning
  o Student Resources

Instructor Tips for Working with Peer Mentors
• Talk with your peer mentor in advance to discuss the schedule and their specific responsibilities. If you think it would be helpful, give your peer mentor a written list of your expectations for them.
• Give your peer mentor a hard copy of your schedule.
• Introduce the peer mentor to the class and involve them in discussions as appropriate.
• Be responsive to communications from your peer mentor. Let them know your preferred method of communication (text, email, etc.).
• Give constructive feedback to your peer mentor.

Course-Planning Logistics

Framing the Assignments – Explaining the “Why”
Student evaluations indicate that if instructors don’t frame the assignments and explain them fully during class, the students don’t understand the reasoning behind the assignments and tend to resent having to do them. Instructors who emphasize the importance of the concepts and skills covered in the assignments (time management, study skills, knowledge of campus resources, etc.) have a much better response from their students. Help them understand why each assignment should be completed and how it correlates to the big questions.

Lunch
Lunch is scheduled for all Connections sections from 12:00-1:00 p.m., with the exception of a few workshops scheduled at noon. These can be shifted according to what works best for your curriculum. You should plan on using some of your class budget to provide lunch for class on one day. Several area vendors have created a charge account for Connections instructors, allowing you to charge your purchase directly to the Connections program. An updated list of these vendors, along with their prices and promotions, will be given in the August training.

Evening Activities
Instructors are not required to attend evening activities, however, you are more than welcome to attend. Many instructors go to the comedian/magician and participate in the Taste of Logan activity. Regardless of whether you choose to attend, please encourage your students to get engaged early by attending these activities. As you plan your homework load for each night, please consider the schedule of activities.
Connections Week Schedule (evening activities will be finalized in the summer)

**Wednesday – class time 10 am – 4 pm (with one hour lunch)**
Meet in the Spectrum at 8:30 am; Welcome 9:30 am; Taste of Logan is this evening

**Thursday – class time 10:30 am – 4 pm (with one hour lunch)**
Meet in the Spectrum at 8:30 am: Convocation 9-10:15 am; College Events 5-7 pm; other activities follow

**Friday – class time 9 am – 4 pm (with one hour lunch)**
Meet in the Spectrum at 8:30 pm; Luminary/Reverse Procesessional 9:00-10:00 pm

**Three Follow Up Meetings**
In order to continue instruction and check in with students, you will hold additional follow-up sessions the weeks of September 5, 18, and October 2. The timing of the final meeting is intentional as it is just a few weeks before the drop/pass/fail deadline.

One of the purposes of the final follow-up is to check in with students, discuss the semester, and refer students to their academic advisor or appropriate resources if they are struggling.

You are not expected to advise students with regard to the drop/pass/fail deadline for their full-term courses, but rather to inform students of the coming deadline and encourage them to see their advisors if they think they need to adjust their schedule.

**Follow Up Contacts**
In order to assist your students to persist and toward success, we ask you to reach out to your students throughout the first semester and even into the second semester. Outreach may include:

- Checking in to see how they are doing.
- Reminding them to apply for FAFSA for the following academic year (October 1).
- Encouraging them to utilize academic resources such as: Supplemental Instruction, Math Tutoring, Writing Center, etc.
- Encouragement during mid-terms and/or finals.
- Reminding them to get to know their professors and to utilize office hours to visit with their professors.
- Suggesting they meet with their academic advisor in October in order to prepare for priority registration in November.
- Asking them if they have any concerns or questions that have come up since the last follow up (and then providing a referral when appropriate – if you are unsure where to refer students, please ask Heidi).
- Encouraging them to attend a variety of campus events and to get involved in extra- and co-curricular activities.
- Suggesting they meet with their academic advisor in February or March in order to prepare for priority registration (for fall) in April.
- Reminding them to get registered for fall semester before they leave campus for the summer.
Point Distribution and Grading Scale

Connections is a graded course worth two credits. The point distribution and grading scale that is used by all instructors is as follows:

**Discussions** 100 pts
- Common Lit Canvas Discussion 40 pts
- College Writing Discussion 20 pts
- Designing Your Life Discussion 20 pts
- Designing Your Education Discussion 20 pts

**Homework Assignments** 275 pts
- Resilience/Overcoming Challenges 50 pts
- Academic Strategies 75 pts
- Connecting to Campus 25 pts
- Time Management 50 pts
- Purpose of a College Education Paper 75 pts

**Participation & Activities** 125 pts
- Student Resources In Class Activity 15 pts
- Attendance and Participation 100 pts
- Course Evaluation 10 pts

**Total Course** 500 pts

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<th>Grading Scale</th>
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<tr>
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<td>465-500</td>
<td>A</td>
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<tr>
<td>90-92.9</td>
<td>450-464</td>
<td>A-</td>
</tr>
<tr>
<td>86-89.9</td>
<td>430-449</td>
<td>B+</td>
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<td>83-85.9</td>
<td>415-430</td>
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<td>80-82.9</td>
<td>400-414</td>
<td>B-</td>
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<td>76-79.9</td>
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<td>D</td>
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<td>0-63</td>
<td>0-314</td>
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**Academic Honesty**

USU uses an anti-plagiarism software called turnitin. As you grade the Purpose of an Education paper, you will see a score indicating what percent of the paper matches others submitted or found online. The paper assignment prompt includes the following statement, “Utah State University expects students to conduct themselves with the foremost level of academic integrity. Examples of academic dishonesty include, but are not limited to, representing the published or unpublished work of another person as one’s own (including paraphrasing or direct quotation), using materials prepared by another person or agency, and failing to appropriately cite sources. USU utilizes a global plagiarism prevention software to ensure students are submitting original work.”

Occasionally, students will plagiarize, and you will notice a high turnitin score. When this happens, please complete an academic integrity violation form found at [https://studentconduct.usu.edu/aiv](https://studentconduct.usu.edu/aiv). The Student Conduct Officer will speak with the student, and use this first infraction as a teaching moment. Any sanction, such as giving a zero on the assignment, is at your discretion.

**Assigning Points for In Class Discussions**

Students earn 20 points each for participating in the College Writing, Designing Your Life, and Designing Your Education in-class discussions. Instructors may determine how to assess participation in these discussions, however, the following suggestions may be useful:

- devise a short quiz in Canvas (the peer mentor could grade these quizzes)
- assign points based on input during class
• have students write questions and comments on 3x5 cards and submit those as proof of engagement during the discussion
• require the students to submit a short reflection on each topic
• create a canvas discussion with points assigned based on participation (this would be supplemental to the in-class discussions)

Assigning Participation Points
Students earn 100 points for attendance and participation. These points allow instructors to include additional in-class or out-of-class point-carrying assignments and activities that meet the course objectives.

There are a variety of activities and assignments instructors can use to assign points. The following is a list of the most commonly used:

• Attendance
• Arriving on time for classes and workshops
• Individual meeting with instructor – (Example: Have the students meet with you during office hours for 15 minutes to discuss how their semester is going and to go over their Connections grade.)
• In-class quizzes
• In-class group project with a desired outcome – (Example: Create a group chart on the pros and cons of higher education, as well as a list of freshman fears.)
• Participate in a campus scavenger hunt to find buildings and classrooms
• Complete in-class impromptu writings – (Example: reactions to a guest presenter, barriers to listening to lectures.)
• Create questions for the faculty panel
• Complete a short journal after an activity, such as touring Logan on the CVTD or taking the Aggie Shuttle route
• Learn the names of their classmates
• Do an outdoor activity, such as a hike to the Wind Caves, and have students complete a journal based on a hiking theme (i.e., comparing nature transitions to college transitions)
• Include service-learning in the curriculum and assign points to the experience and reflection activity
Assignment Due Dates

One of the most difficult aspects of planning this course is finding the right balance for the due dates of assignments. Instructors who place a heavier load during the August 23-25 classes tend to be more successful. However, some assignments require students to have experienced a little more of college and therefore make sense for follow up sessions. The following are suggested due dates for the Connections assignments. You can change these due dates to match your individual course needs.

Common Literature Discussion ..................................................................................................................... August 23*
College Writing Discussion ......................................................................................................................... August 23-25
Resilience ....................................................................................................................................................... August 23-25
Academic Strategies ...................................................................................................................................... August 23-25
Designing Your Life Discussion ................................................................................................................. August 23-25
Designing Your Education Discussion ...................................................................................................... August 23-25
Student Resources .......................................................................................................................................... August 23-25
Connecting to Campus ................................................................................................................................. Follow Up 1
Time Management ........................................................................................................................................ Follow Up 2
Purpose of a College Education .............................................................................................................. Follow Up 2 or 3**
Course Evaluation ....................................................................................................................................... Follow Up 3***

*All students are told to complete their literature discussion in Canvas by August 23.
**This paper is meant to serve as a “final” of sorts. It is the culmination of the course.
***All students must complete the course evaluation by October 6.

Deadlines for Students to Drop the Class

Since the Connections course is not a full-semester class, the deadlines to get a refund and to drop the class are different than normal semester deadlines. These dates are included in the Canvas course calendar so students are aware of them.

Last day to receive refund (tuition and class fee) ...................................................................................... August 24
Last day to drop with W ............................................................................................................................. August 25

Finalizing the Syllabus and Due Dates

The overall Connections syllabus has been programmed into Canvas. You will need to assign your own due dates, add any additional assignments and activities you are going to require, and determine how your participation points will be awarded. All first time instructors will have their syllabus and schedule reviewed by the faculty committee.

Tuesday, August 1 – Syllabus & Schedule Due (in Canvas) for New Instructors

Monday, August 7 – Syllabus & Schedule Due (in Canvas) for Returning Instructors

Friday, August 11 – Publish Course in Canvas
Connections Course Syllabus

Course Dates
- Pre-semester session: August 23-25
- Follow-up sessions: Weeks 2, 4, 6 of the Semester
- Coursework completed by: October 6
- Grades due: 72 hours after the final follow up session.

Required Texts
- 2017 Common Literature Selection: *When Breath Becomes Air* by Paul Kalanithi
- *USU General Catalog* (online at http://catalog.usu.edu)
- *Aggie Blue Book* (given at Aggie Orientation)
- *Becoming a Learner* by Dr. Matthew Sanders (given at Aggie Orientation)

Course Fee
$50.00 (paid as part of course registration) – The fee provides students with convocation speakers, class and evening activities, refreshments, supplies, and a t-shirt.

Connections Objectives
Throughout the Connections course, students need to think about why they are engaging in the college experience. The objective is that by the end of the course, students can comfortably answer all three of the Big Questions below and have a better understanding of the university and their place within it. Each activity, assignment, workshop, and discussion at Connections is designed to help answer one of the three Big Questions. It is the instructor's responsibility to guide students to understand how each assignment helps answer the following questions:

**Big Question 1: Why am I here?**
- A. What is an educated person? How does an educated person contribute to his or her community?
- B. What role does general education play in educating a person?
- C. What role does the major play in educating a person?

**Big Question 2: How do I best engage myself in the process of becoming an educated person?**
- A. What does an intentional student look like?
- B. What competencies do I need to develop in order to succeed?
- C. What resources are available to help me succeed?

**Big Question 3: How do I become a fully engaged member of the university community?**
- A. What opportunities are there for me to have fun and to become more invested in the university community? (clubs and organizations)
B. What is a learning community, and how do I go about building one?

C. What are the benefits of a common literature experience?

Connections Assignments
All classes have a common core syllabus and assignments. With over 80 different Connections sections, there are a variety of teaching styles and personalities among the faculty. The curriculum allows for a degree of instructor creativity to make each section unique. However, all Connections sections must include the following assignments, workshops, and discussions:

Common Literature Experience
**Online Discussion:** Students will engage in an online class discussion (in Canvas) focused around the common literature book (*When Breath Becomes Air*) before arriving on campus. This will help them build a learning community around the common literature selection. (Big Questions 3B, 3C).

College Writing Discussion
**Discussion:** Students will participate in a classroom discussion related to the expectations of college-level writing (Big Questions 2B, 2C).

Resilience and Overcoming Challenges
**Activity:** The objective of this activity is to reflect on the attitudes, people, skills, and resources utilized in both the trials and triumphs of life, to recognize resilience in overcoming difficulties, and to acknowledge the role personal responsibility plays in resilience and success.

**Assignment:** Students will explain how to successfully achieve their educational goals. Specifically, they will identify potential challenges they expect to face, along with the resources that are available and an immediate action plan to overcome each challenge (Big Questions 2A, 2B, 2C, 3B).

Academic Strategies
**Assignment:** This gives students a broad range of study tools to supplement skills students already have (Big Questions 2A, 2B, 2C, 3B).

Designing Your Education
**Discussion:** This discussion centers around the parts of the degree and introduces students to the Degree Finder website, the General Catalog, and Degree Works program, which is used to chart their course toward their degree (Big Questions 1B, 1C, 2A, 2C).

Designing Your Life
**Discussion:** This discussion focuses on career exploration as a part of life planning. It can be introduced through in class discussion or the workshop: How to use design thinking to figure out, “What you want to be when you grow up.” (Big Questions 1A, 2A, 2C, 3A).

Student Resources
**Assignment:** Students will navigate the *Aggie Blue Book*, student affairs websites, and the online General Catalog to find answers to questions related to policies, procedures, and student resources. This gives students the framework needed to answer questions and solve issues (Big Questions 2A, 2B, 2C, 3B).

Campus Technology
**Workshop:** Students are introduced to the IT computer labs and campus technologies, including the
Using the Library

**Workshop/Activity:** Students will be briefly introduced to the USU Library basics such as the BARN, building policies, resources, and resource librarians. Students will then engage the library through a scavenger hunt (Big Questions 2B, 2C, 3B).

Connecting to Campus

**Assignment:** This requires students to attend the Day on the Quad, an Aggie Passport event, and write a brief response identifying at least three clubs or organizations they are interested in joining (Big Questions 3A, 3B).

Building a Learning Community

**Discussion and Exercise:** The class will discuss their role in forming learning communities, and some of the obstacles they may encounter that will prevent them from fully engaging in a learning community (Big Questions 1A, 2A, 3B).

**Workshop:** Faculty members from various disciplines will answer student questions and give tips for succeeding in their first year at USU (Big Questions 3B, BC).

Aggies Think/Care/Act – Bystander Intervention

**Discussion:** Students will learn the basic principles of bystander intervention, and learn how they can contribute to a safe learning environment for themselves and others by exhibiting pro-social behavior (Big Questions 1A, 2C, 3B).

Time Management

**Assignment:** Students will estimate their out-of-class study time, design an ideal schedule based on that estimate, and then practice following it for a couple of days. Students will also plot their semester assignments and due dates on a calendar (Big Questions 2A, 2B, 2C).

Communication and Conflict Management

**Workshop:** Students will be exposed to key skills and concepts in resolving conflicts in a variety of relationships: family, roommates, friends, and instructors (Big Questions 2A, 2C, 3B).

Purpose of a College Education

**Assignment:** Students will write a short paper (2-3 pages) explaining their own understanding of the purpose of a college education. As part of this paper, students will articulate and explain three reasons why they are enrolled in higher education classes. Students must also explain the three major components of a university degree (general education, depth education, major courses) and describe the importance and interconnection of all three (Big Questions 1A, 1B, 1C, 2A).

Honor Pledge

Upon admission to the University, students agree to abide by the Utah State University Honor System by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”
A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. He or she espouses academic integrity as an underlying and essential principle of the Utah State University community (Big Questions 1A, 2A).

Classroom Civility

Civil discourse is a core value of the university because the university is meant to be a place where students confront a wide range of ideas and opinions. Confronting a wide range of opinions is essential to the task of learning how to think, for no one learns how to think well if they do not seriously engage opposing ideas and counter-arguments. In addition, confronting a wide range of ideas increases both self-understanding and understanding of others.

Having ideas challenged can, at times, be an uncomfortable thing for students. Students should embrace this, but see in it also the importance of civil discourse. Civil discourse is intellectual engagement shaped by mutual respect. This atmosphere of respect is required for there to be any intellectual engagement or growth at all. For this reason, students need to remember that the university is a battleground of ideas, not a battle between persons. So when students express themselves or disagree with someone else, they should avoid offensive language or personal attacks. Always keep the focus on the content of the ideas rather than the person making them.

Students have a right to a learning environment that is free of harassment and unlawful discrimination. If any classroom or learning venue is failing to live up to this standard, students should immediately contact the Office of the Vice President for Student Affairs by phone at (435) 797-1712 or by email at suzanne.thorpe@usu.edu. Students should learn their rights by visiting: https://studentconduct.usu.edu/studentcode/ (Big Questions 1A, 2A, 3B).

Grading Scale

Connections is a graded course worth two credits. The grading scale that is used by all of the classes is as follows:

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Accommodations
Students with documented physical, sensory, emotional, or medical impairments may be eligible for reasonable academic accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, (435) 797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the course as possible. Alternate format materials (Braille, large print, or digital) are available with advance notice (Big Questions 2C, 3B).

Attendance
Class sessions will start promptly and students are expected to participate during the entire class period. Early departure, as well as anticipated absences, will only be excused in cases of extenuating circumstances. Please, as a courtesy to all, turn off all cell phones before coming to class except in cases where cell phones are used in activities and/or instruction. If you have a situation requiring an adjustment to this policy, please discuss this with your instructor (Big Questions 1A, 2A).

Participation
Students will frequently ask: “Do I need to attend the entire class?” The answer is simply, “yes.” Much of your learning will occur as a result of your attendance and participation, and your grade is dependent upon it as well. Class participation includes asking appropriate questions and sharing comments with the class, bringing materials for in-class work, and attending the lectures (Big Questions 1A, 2A, 3B).

Late Work Policy
Missed class activities and assignments may only be made up in extremely extenuating circumstances at the discretion of your instructor. Late assignments are only accepted under unusual circumstances and your grade is reduced for each day your assignment is late (Big Questions 1A, 2A).

Course Evaluation
At the end of this course, you will complete a course evaluation. The Connections evaluation is slightly different than the evaluations you will complete in your other courses at USU. In most of your courses, you will complete something called IDEA Student Ratings of Instruction (IDEA Evaluations). You will be expected to complete an evaluation for each of your classes, and in each class your instructors will explain how their selected IDEA “learning objectives” link to the course activities and objectives you are pursing. Towards the end of each semester, you will be able to complete your IDEA Evaluations online, at your convenience, by clicking on an evaluation link sent to you by email for each of your classes. Students sometimes wonder why the IDEA evaluations are a part of USU courses, and why it’s so important to complete them for each class.

- IDEA evaluation results are available to all students who participate in the process: http://www.usu.edu/aaa/evaluations_all.cfm
- IDEA evaluations are used by faculty members to improve their courses. There are many examples where instructors have changed materials, changed course structure and delivery, or changed student instruction as a direct result of IDEA evaluation results.
- IDEA evaluations are used by departments and colleges to make strategic choices about course offerings and content.
- IDEA evaluations are used to inform decisions about faculty hiring, promotion and merit.
USU 1010 Assessment Questions
The Connections Course Evaluation is a course assignment worth 10 points. Students will submit their evaluation online by clicking on the course evaluation link in Canvas. Completion of the evaluation will be automatically recorded in the Canvas grade book.
## Required Curriculum Topics

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### Lesson Plans for Instructors

The next section contains lesson plans for each of the 15 required curriculum topics. Each topic will be covered through a combination of the following: video, online discussion, in-class discussion, workshop, and assignment/quiz.

The lesson plans that follow provide more information about each topic, and are organized to help instructors intentionally link the materials to the overall objectives of the course. These lesson plans correspond directly to the materials, resources, and additional instructional ideas found at the instructor resource page at [www.usu.edu/connections/instructors](http://www.usu.edu/connections/instructors).

### Make a Connection

Added to several of the plans are recommended ways to integrate the two required texts: *Becoming a Learner* and *When Breath Becomes Air*. These are not mandatory discussions but rather suggestions to help students make the connection between what they have read and what they are learning.
Common Literature Discussion Lesson Plan

Objective
You will discuss the common literature selection with your students and help them explore the connection between the book and their own education. Use this common experience to help them connect with their peers. In addition, help orient students to college-level expectations with respect to reading comprehension, critical thinking, and writing.

Description
This lesson contains two parts:
1. Common Literature Reading: Over the summer students will read the assigned common literature text.
2. Common Literature Assignment: Students will engage in an online discussion about the common literature text. This discussion will take place in Canvas and must be completed prior to the first day of class.

Instructional Time: 30 minutes
Required Assignment: YES
Points: 40

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Lesson Plan
You may want to contact your students to remind them and encourage them in their reading over the summer. Direct your class in further discussion of the book when they arrive in your class.

Materials and Resources:
- *When Breath Becomes Air* (Paul Kalanithi) purchased by students over the summer
- Materials found at the instructor resource website including:
  - HBR article citing the benefits of reading literature
  - Various materials related to this year’s literature selection (will be up in May)
Common Literature Experience Assignment

Students will complete this assignment over the summer.

Choose two of the following prompts and write a discussion post for each on the discussion board in Canvas (a total of 2 posts). Please make sure you:

- clearly identify which question you are answering,
- provide a substantial and meaningful example from the book or additional resources that illustrate your position,
- write 200-250 of your own words (in addition to the quoted examples from the book) of reflection in response to the prompt and then;
- return to the discussion board and make a minimum of two substantive comments in response to the posts of your classmates.*

* A substantive comment is a post that demonstrates substance and contributes to the understanding and application of ideas by doing one or more of the following:
  - Reflect about meaning of the topic.
  - Describe thoughtfully new insights about the topic.
  - Raise a question as a seed for clarification or further discussion.

It is NOT the following:
- Merely a statement of agreement or disagreement or an expression of your feelings.
- Bullying or attacking the person who made the initial post.
- A comment that lacks purpose (such as, “I have nothing more to add.”)
- A long series of quotations from the book. 200-250 words must be YOUR words and not a quotation.

Below are four prompts. You are to select two of the following prompts for your comments:

1. In *When Breath Becomes Air*, as Paul Kalanithi reflects at various points in his life about what his future path holds. Using the book as an example reflect on your decision to attend USU or the decision to pursue the field of study you see in your future. What are the underlying values that you attribute to this choice?

2. Lucy Kalanithi in her Epilogue mentioned journaling to Cady: “When someone dies, people tend to say great things about him. Please know that all the wonderful things people are saying now about your dad are true. He really was that good and that brave.” She says also, “Paul wondered about death—and whether he could face it with integrity. In the end, the answer was yes.” Given that the natural extension of facing death with integrity is living with integrity, how will you spend the next years of your life between Connections and Commencement to live with integrity. What would you like us to say about you when you have passed on from the educational experience you are currently undertaking?

3. In the book Paul wrestles with the meaning of life and his place in it. Provide examples from the reading and using your examples, describe how they relate to your understanding of the academic community that exists at a university. What do you think the overall purpose of education is?

4. At one point in the book, Paul says of his cancer diagnosis: “I realized that cancer had changed the calculus.” By this he meant that his entire life changed, and how he addressed the decisions he would make changed with it. If you were faced with this change of the calculus and were asked to distill your own life into the things that you find most important, what would they be, and how would you pursue making them meaningful for as long as you had left?
College Writing Expectations Lesson Plan

Objective
You will help students understand the necessity of college writing skills, and help them identify ways to improve upon their individual skills.

Description
1. College Writing Expectations Discussion: Lead class through a discussion highlighting the importance of having good writing skills throughout college. Reinforce college writing and reading comprehension expectations.

Instructional Time: 30 minutes
Required Assignment: NO
Required Assessment: YES
Points: 20

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Lesson Plan
Discuss college writing expectations, and how they may differ from what the students have previously experienced. You may wish to share common writing mistakes and discuss resources available for students.

Materials and Resources:
- Purdue University’s widely regarded online writing lab resources, https://owl.english.purdue.edu

Make a Connection
- Read the section “Knowledge Is Interconnected” (p. 35) in Becoming a Learner. Why is writing a critical skill in order to succeed as a learner? How will becoming a better writer improve your overall experience in college?
- What role did literature and writing play in the way Paul faced his illness and his own mortality?
Resilience and Overcoming Challenges Lesson Plan

Objective
To have students reflect on the attitudes, people, skills, and resources they have utilized in both the trials and triumphs in their lives, to recognize their own resilience in overcoming difficulties, and to acknowledge the role personal responsibility plays in resilience and success. Students will also look forward and identify challenges that they may personally expect to face at some point in their college career and then identify the resources available at USU and within their personal support network to assist in meeting each specific challenge.

Description:
This lesson contains two parts.
1. Resilience Activity: Each student will complete the timeline activity (in class or as homework and then bring to class). Guide students through a discussion of the timeline activity. This could be done in smaller groups or with the entire class. Use examples from your own life to illustrate the importance of not giving up when challenges occur.
2. Overcoming Challenges Assignment: Students will complete the Overcoming Challenges Assignment in Canvas or will complete a hard copy in class.

Instructional Time: 45-90 minutes
Required Assignment: YES
Points: 50

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Lesson Plan
1. On a separate piece of paper, create a chart like the one below, list 3-4 personal trials and 3-4 personal triumphs. Begin with birth and end with now. Place each trial or triumph on the scale from -5 (worse trial) to +5 (most amazing triumph) according to how that event or experience seemed at the time.
2. Connect each point; creating a continuous flow from highs to lows throughout your life.
3. Add the people’s names who have been influential in the significant points of your life.
Reflections Questions:
1. How have your experiences developed your sense of self or impacted your sense of confidence?
2. What are some skills and habits you have learned to help you work through trials and challenges in a positive way?

Make a Connection:
Prompt students to consider the following:
1. Read the sections; “Character” pp. 17-18, “Learners are Courageous” pp. 42-43, and “Learning Requires Humility” pp. 43-44 in Becoming A Learner. Discuss with a roommate, parent, or friend how becoming more resilient impacts character and vice versa.
2. Consider creating a lifeline for Paul Kalanithi using the events in When Breath Becomes Air. Discuss how Paul and Lucy each showed resilience throughout the book.

Materials and Resources:
- Materials found at the instructor resource website including:
  - TED Talk by Dr. Angela Lee Duckworth about “Grit” (6:12)
  - You are Here to Be Disturbed  http://chronicle.com/article/A-Plague-of-Hypersensitivity/229963
  - TEDxVicotria-Dr. Sean Richardson-Mental Toughness: Think Differently about your World (video) https://www.youtube.com/watch?v=LCPqvTRfZg#t=137
  - Division of Student Affairs department websites: https://studentaffairs.usu.edu/

Overcoming Challenges Assignment
Direct students to Canvas to complete the Overcoming Challenges assignment or have them complete it in class and turn it in as a hard copy.
Academic Strategies Lesson Plan

Objective
You will expose students to effective study strategies related to textbook reading and note taking, and will give them experience anticipating quiz questions based on a lecture and text.

Description
This lesson contains two parts:
1. Academic Strategies Discussion: Lead class through a discussion on the need for effective academic strategies, and explain the intent of this assignment is to give students additional ideas and resources to complement the study skills they already have.
2. Academic Strategies Assignment: Students will watch a brief video about effective strategies for annotating text and taking notes. They will have the opportunity to put what they’ve learned into practice by watching a lecture and taking notes. They will complete a quiz and a reflection on how they performed and how they will overcome potential academic challenges in the future.

Instructional Time: 30-90 minutes
Required Assignment: YES
Points: 75

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Lesson Plan
This assignment involves several parts; you can arrange to do any or all of them as a class. What parts of the assignment you have the students do in class or on their own is completely up to you. You can also substitute the text and lecture for a subject you are familiar with, and write your own quiz for them to practice.

Materials and Resources:
- Academic Success Center idea sheets at http://www.usu.edu/asc/assistance/idea_sheets.cfm, which provide resources for many study strategies including note taking and listening, test preparation, reading, test taking, time management, self-management, and more
- Peer mentor and instructor experience with their own academic skills
- Materials found at the instructor resource website including:
  - Academic Strategies Video Lecture
  - “When Breath Becomes Air: An Interview With Dr Lucy Kalanithi” video (available on the website
  - When Breath Becomes Air: Epilogue
  - Samples of well annotated pages from the Epilogue
  - Sample quiz on the When Breath Becomes Air that you can hand out if doing a hard-copy quiz in class

Make a Connection:
Prompt students to consider the following:
1. After reading chapter 4: “Principles of Learning” in *Becoming A Learner*, discuss with a classmate how taking responsibility for your own learning is an important academic strategy.
Academic Strategies Assignment

1. Academic Strategies Video Lecture: Students will watch a brief video teaching effective strategies for annotating text and taking notes. It will also inform them of available resources found through the Academic Success Center.

2. Text Annotation Practice: Students will practice annotating the epilogue of *When Breath Becomes Air*.

3. Note Taking Practice: Students will watch an interview with Lucy Kalanithi and practice taking notes.

4. Quiz: Students will take a sample quiz on the interview and epilogue, with points based on completion and not accuracy (quiz is available in Canvas or a hard copy is available on the instructor resource website).

5. Academic Strategies Reflection: Students will reflect on how well they predicted the quiz questions, and how they will overcome potential academic challenges in the future.

6. Discuss, as a class, which quiz questions they were able to anticipate, and which caught them by surprise. You can have them do the challenge-resource-action reflection at the end of the assignment, or discuss as a class.
Designing Your Education

Objective
You will expose students to the theories and tools that can help them more effectively and intentionally chart their course of study at USU. They will learn about the importance of selecting a degree that complements their personality, and then delve into the Degree Finder and Degree Works websites as tools to help them intentionally choose which classes they select. You will guide them through the parts of the degree. A video which explains the parts of the degree will be available under instructor resources.

Description
This lesson contains 3 parts:

1. Designing Your Education Discussion: Guide students through a discussion about intentionally choosing courses that will help them find a suitable degree. Emphasize the importance of starting now by exploring different degrees through general education courses.
2. Students will be directed to watch the video about the different parts of the degree: general education, major requirements, and depth education. This may be done as homework or in class.
3. Assessment: there are a variety of ways instructors may assess how well the student understands the concepts discussed. Some suggested ways include: Canvas quiz, a short reflection essay, team presentations, pair and share, etc.

Instructional Time: 30 minutes
Required Assignment: NO
Points: 20

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Lesson Plan
Lead a discussion on the importance of choosing a career path using some of the resources below as prompts. Direct students to watch the “Designing Your Education” video in Canvas, or you may have students watch it as part of class. You may cite your own experience in choosing a career path, ask your peer mentor to talk about his or her experience in choosing a major, and implement the resources below to help students think about their own career paths.

Materials and Resources:

- Degree Finder website at: www.usu.edu/degrees
- USU Catalog: Degree Maps at: catalog.usu.edu
- Materials found at the instructor resource website including:
  - Designing Your Education video
  - Advisor Video
Make a Connection:

Prompt students to consider the following:

1. After reading chapter 5: “Distracting Conversation” in Becoming A Learner, think about how your approach to Career Development will reflect your commitment to be a lifelong learner.

2. Discuss the following with a classmate or friend in Connections: in When Breath Becomes Air, Paul describes how he designed an unusual path for his education and career. Referencing the following quote, how do you think Paul’s decision to design his education impacted his future career choices? Paul said:

   One of my thesis advisers remarked that finding a community for myself in the literary world would be difficult, because most English PhDs reacted to science, as he put it, “like apes to fire, with sheer terror.” I wasn’t sure where my life was headed. My thesis—“Whitman and the Medicalization of Personality”—was well-received, but it was unorthodox, including as much history of psychiatry and neuroscience as literary criticism. It didn’t quite fit in an English department. I didn’t quite fit in an English department.
Designing Your Life

Objective
You will expose students to the concept that a life design is more than career planning, and that students can anticipate and prepare for inevitable changes to their life plan.

Description
This lesson can be accomplished in two ways:
1. Optional Supplemental Workshop: In this compelling half-hour workshop, Career Services debunks some myths about academic major choice and career/life planning. You and your students will practice using five design mindsets by: being curious, prototyping, reframing setbacks, expanding awareness, and building a support network. Based on a course offered at Stanford, these design mindsets, as used in career/life planning, are proven to help students design a life that works for them at each stage of their career.
   Source: Designing Your Life, How to Build a Well-Lived, Joyful Life, Bill Burnett & Dave Evans
2. Class Discussion: Lead your class in a discussion about the importance of designing a life and selecting a career path that fits that life.

Instructional Time: 30 minutes
Required Assignment: NO
Points: 20

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Lesson Plan
1. Sign up for the workshop. –OR–
2. Prepare a discussion about how you have designed your life and how your career fits into your life design.
   Invite your students to share examples from the lives of parents, siblings, mentors, and others who have been purposeful in designing their lives.

Materials and Resources:
- Workshop: How to use design thinking to figure out, “What you want to be when you grow up.”
- Designing Your Life, How to Build a Well-Lived, Joyful Life, Bill Burnett & Dave Evans
- “Want to Find Fulfillment at Last? Think Like a Designer” You’re your Times 09/18/2016

Make a Connection:
1. Read the first paragraph in chapter 2 of Becoming a Learner. In what way does designing your life influence the way you approach your education?
2. Referring to the Prologue of When Breath Becomes Air, discuss how Paul and Lucy Kalanithi designed their lives and what struggles they worked through when their careers seemed to take over their lives during residency. How did facing illness and even death change the way they viewed their life design?
Student Resources Lesson Plan

Objective
You will help orient students to USU campus resources and discuss the need to use resources when challenges arise.

Description
This lesson contains two parts:
1. Campus Resources Discussion: Discuss with students what campus resources are available to them and prepare them for the Jeopardy Game or quiz.
2. Jeopardy Game or In-Class Quiz: Conduct the Jeopardy Game (buzzers and white boards available based on availability–reserve early). You can also use resources such as https://kahoot.it or other in-class games.

Instructional Time: 30 minutes
Required Assignment: NO
Points: 10

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Lesson Plan
Introduce students to student resources. You can do this by holding a class discussion of ways to find information when problems arise. You can have students practice finding resources using the following:

- **Method 1** – Jeopardy-Style Game: allow the class to use the USU catalog (on smart phones or laptops) to compete in the game.
- **Method 2** – Group Quiz: Using the student view feature of Canvas, allow the class to research, discuss, and vote for correct answers on the quiz, and assign the group score to all students.

Materials and Resources:
- USU Catalog at [http://catalog.usu.edu](http://catalog.usu.edu)
- Jeopardy game (provided)
- Quiz bowl buzzers or white boards, which can be reserved at the instructor schedule page
Campus Technology Lesson Plan

Objective
Accompany your students to your workshop in one of the open-access computer labs to learn about campus technologies, including the computer labs, student portal, new Banner XE system, Canvas, wireless system, emergency alert, print management, and so forth. They will also learn about USU’s file sharing policy and about basic internet safety.

Description
Technology Workshop: Accompany your students to a technology workshop held in one of the open-access computer labs on campus.

Instructional Time: Class 50 minutes (pre-scheduled)
Required Assignment: NO

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Workshop Format
Each class is assigned to a campus computer lab for their technology workshop. Student lab consultants will teach the workshop and answer questions. Students will receive hands-on instruction regarding the following:

- Computer Lab Policies
- Saving Files in Computer Labs
- Printing
- Using the [http://id.usu.edu](http://id.usu.edu) website
- Using Banner XE and the student portal
- Using Canvas
- Peer-to-Peer Filesharing Policies
- Internet Safety
- How to Use the USU IT Service Desk

Each class will participate in an interactive game of Jeopardy. The quiz questions will be based from the information taught during the workshop.
Library Workshop Lesson Plan

Objective
Librarians will lead the class through a presentation and scavenger hunt. Students will engage with librarians and the library website while exploring the library building. The academic library will be demystified and students will gain knowledge about student traditions, the library building, library services, and library materials.

Description
This lesson contains two parts:
1. Presentation (10-15 minutes): A classroom presentation led by a Librarian or Library Peer Mentor will introduce students to the Merrill-Cazier Library.
2. Scavenger Hunt (10-15 minutes): Class will be broken into groups and participate in a library scavenger hunt. Scavenger hunt will guide students through exploring the library building and online resources.

Instructional Time: 30 minutes
Required Assignment: NO, Scavenger hunt is not graded.

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Lesson Plan
Librarians will lead students through a short presentation followed by a hands-on scavenger hunt. **Instructors and Peer Mentors are responsible for finding a favorite spot in the library.** Students will meet the instructors and/or Peer Mentor at their favorite spot at the conclusion of the scavenger hunt. Instructors/Peer Mentors will then escort students out of the library, pointing out labs, exhibits, group study rooms, etc., along the way.

Materials and Resources:
- Library website: https://library.usu.edu/
Connecting to Campus Lesson Plan

Objective
Have students identify at least three clubs or organizations they are interested in joining. They will do this by looking at the USUSA website and attending the Day on the Quad event the first week of school.

Description
This lesson contains two parts:
1. Aggie Passport Discussion: You or your peer mentor will guide students through a discussion of the Aggie Passport program as described at [http://www.usu.edu/passport](http://www.usu.edu/passport). Peer mentors will pass out Aggie Passports during Connections.
2. Connecting to Campus Assignment: Students attend Day on the Quad, and complete the writing assignment in Canvas.

Instructional Time: Class 15-20 minutes
Required Assignment: YES
Points: 25

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Lesson Plan
Discuss Big Question 3 and the importance of using co-curricular activities, clubs, and organizations to get the most out of college. Use the resources below to educate students on how they can learn about involvement and recreation opportunities. Day on the Quad will be held the first Wednesday of classes, August 30, 2017. Students should attend as part of their assignment, and also find clubs and organizations in the online directory that interest them. Introduce students to the USU Events Calendar and have your peer mentor explain the best social media sites for events.

Materials and Resources:
- Materials found at the instructor resource website including:
  - USUSA Clubs and Organizations Community Portal: [https://ususa.usu.edu/](https://ususa.usu.edu/)
  - Aggie Passport Website: [http://www.usu.edu/passport](http://www.usu.edu/passport); this website lists which events qualify as Aggie Passport events and explains the reward structure for attending events. It also gives instructions for how students can sign up to receive reminder notifications via Facebook, Twitter, or text a couple of hours before each event.
  - USU Calendar Website: [http://www.usu.edu/calendar](http://www.usu.edu/calendar)
Building a Learning Community Lesson Plan

Objective
You will help students learn the importance of and strategies for building learning communities to help them make the most out of their time at USU. This includes working with professors; forming study groups; abiding by the standards of academic honesty and classroom civility; being prepared, awake, and attentive during class; and completing course IDEA evaluations.

Description
This lesson contains three parts:
1. Learning Community Class Discussion: Using the attached discussion guide, help students understand the importance of a learning community.
2. Faculty Panel: Accompany the class to a faculty panel, where three faculty members will give advice and answer questions.

Instructional Time: Class 20-30 minutes
Required Assignment: NO

Relation to the Big Questions

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Lesson Plan
Discuss the importance of a learning community and how students can contribute to the community here at Utah State. Discuss the importance of students completing IDEA evaluations, and accompany students to the Faculty Panel. The learning community discussion can include: working with professors; forming study groups; abiding by the standards of academic honesty and classroom civility; being prepared, awake, and attentive during class; and completing course IDEA evaluations to contribute to faculty and course development.

Materials and Resources:
- Attached Discussion Guides
- Appropriate sections of the USU Student Code of conduct as referenced below
- Materials found at the instructor resource website including:
  - IDEA Evaluation Links
Communication and Conflict Resolution Lesson Plan

Objective
Accompany your students to your workshop location to learn more about the importance of communication and conflict resolution. Students are exposed to key skills and concepts in resolving conflicts in a variety of relationships: family, roommates, friends, and instructors.

Description:
Communication Workshop: Accompany your students to the workshop and participate as invited by the workshop presenters.

Presenters:
Clair Canfield and Matthew Sanders from the Communications Studies Department

Instructional Time: Class 60 minutes (pre-scheduled)
Required Assignment: NO

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Workshop Format
In the Communication Workshop, students will be introduced to basic communication techniques and conflict resolution strategies. Most significantly, they will be exposed to the reality that personal communication is a learned skill and important to all successful relationships. Things to think on:

- How will the way I communicate with roommates impact my sense of connection and belonging?
- What are appropriate ways to communicate with my professors and university staff?
- How might my communications and relationships with friends and family change while I’m at USU?
Faculty Panel Discussion Guide

Objective: The Faculty Panel allows students to meet and hear faculty talk about first-year students’ opportunities for academic success. Three faculty members from various disciplines will answer student questions and give tips for succeeding in the first year at USU.

Classroom/Panel Civility

Civil discourse is a core value of the university because the university is meant to be a place where students confront a wide range of ideas and opinions. Confronting a wide range of opinions is essential to the task of learning how to think, for no one learns how to think well if they do not seriously engage opposing ideas and counter-arguments. In addition, confronting a wide range of ideas increases both self-understanding and understanding of others.

Having ideas challenged can, at times, be an uncomfortable thing for students. Students should embrace this, but see in it also the importance of civil discourse. Civil discourse is intellectual engagement shaped by mutual respect. This atmosphere of respect is required for there to be any intellectual engagement or growth at all. For this reason, students need to remember that the university is a battleground of ideas, not a battle between persons. So when students express themselves or disagree with someone else, they should avoid offensive language or personal attacks. Always keep the focus on the content of the ideas rather than the person making them.

Students have a right to a learning environment that is free of harassment and unlawful discrimination. If any classroom or learning venue is failing to live up to this standard, students should immediately contact the Office of the Vice President for Student Affairs by phone at (435) 797-1712 or by email at suzanne.thorpe@usu.edu. Students should learn their rights by visiting: https://studentconduct.usu.edu/studentcode/ (Big Questions 1A, 2A, 3B).

Discuss the sections of the USU Student Code that relate to classroom civility and how specifically these aims relate to the upcoming discussion.

From the Preface (http://www.usu.edu/studentservices/studentcode/)

Utah State University aspires to maintain academic freedom and to maximize individual responsibility. To that end, the University endorses the principles of community identified by the Carnegie Foundation for the Advancement of Teaching. Utah State University is:

1. a purposeful community where members work together to strengthen teaching and learning on the campus;
2. a just community, a place where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued;
3. an open community where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed;
4. a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good; and
5. a caring community where the well-being of each community member is sensitively supported and where service to others is encouraged. (Boyer, 1990).
From Section V-3.C (http://www.usu.edu/studentservices/studentcode/article5.cfm)

Classroom Civility

1. Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action.

2. Faculty members of Utah State University have the responsibility and authority to determine, maintain, and enforce an atmosphere in their classrooms that is conducive to teaching and learning, in accordance with University policy and practice.

3. “Faculty member” shall include all persons authorized by Utah State University or any of its units to conduct instruction of students enrolled in the University’s courses or programs.

4. “Classroom” shall include any gathering of faculty member(s) and students for the purposes of teaching and learning authorized by Utah State University or any of its units.

5. “Disruptive classroom behavior” involves physical actions, verbal utterance, or other activities which interfere with either the faculty member’s ability to conduct the class or the ability of other students to profit from the instructional program.

Preparing Questions
Help students think about possible questions to ask the members of their faculty panel. You may prompt them to write questions in a variety of areas.

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<td>What are your concerns about being a university student in the classroom?</td>
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<td>What do you want to know about being an educated person?</td>
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<td>What do you want to know about being part of the USU Community?</td>
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Aggies Think, Care, Act–Bystander Intervention Lesson Plan

Objective
Help students learn the basic principles of Aggies Think/Care/Act and bystander intervention, and learn how they can contribute to a safe learning environment for themselves and others by exhibiting pro-social behavior.

Description
This lesson contains two parts:
1. Think, Care, Act Video: Watch the video outlining the issues of the bystander effect on college campuses, and how students can use five decision-making steps to keep themselves and others safe.
2. Discussion: Discuss the bystander effect with students. Peer mentors will be trained to help facilitate this conversation.

Instructional Time: Class 30-60 minutes
Required Assignment: NO

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Lesson Plan
You may either direct students to watch the bystander intervention video on their own prior to class to prepare for the discussion, or watch it together as a class. Lead a discussion on the video the students watched and the purpose of educating them on this subject. You may want to include your peer mentor and ask them to share their experience and opinion.

Materials and Resources:
- Materials found at the instructor resource website including:
  - Think/Care/Act Video
  - Think/Care/Act program information
  - Sexual Assault and Anti-Violence Information (SAAVI)
  - AAEO/Title IX Office and reporting
Time Management Lesson Plan

Objective
You will help students practice time management skills and organizational techniques to help them successfully transition to the college studying environment. They will log and reflect on their use of time in order to manage and achieve their academic, social, and personal goals.

Description
This lesson contains three parts.
1. Time Management Video: Students will watch a brief video emphasizing the importance of self-management in regards to planning and use of time.
2. Time Management Assignment: Students will estimate the number of hours needed to study outside of class for each course they are taking and create an "ideal" schedule outlining how they will spend their time during fall semester—class time, study time, work, sleep, extracurricular commitments, socializing, relaxing, and exercising. They will then plan their schedule and calendar all major quizzes, exams, and assignments for the semester. They will also reflect on the effectiveness and feasibility of their proposed schedules.
3. Time Management Discussion: Use time in a follow-up meeting to discuss the time management challenges students have experienced during the semester, what is keeping them from adhering to their ideal schedule, and what they plan to do to better manage their time?

Instructional Time: 30-60 minutes (one during a follow-up meeting)
Required Assignment: YES
Points: 50

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Lesson Plan
You may have students watch the video before class, or as part of class. Help students intentionally estimate class difficulty levels in order to determine study required for each class. Encourage students to share thoughts with classmates who may be taking the same or similar classes. Have students calendar their activities for one semester, and allow them to choose a calendar system that they will realistically use during the semester. Discuss with them what you have found effective when using calendars to manage your time and commitments. It may be useful to have students share their own “best practices” in small groups or with the entire class. You may want to discuss both electronic and paper/pencil methods of calendaring and time management.

In a follow-up session, discuss with students the challenges they faced in adhering to their schedule (where did they fall short?), their diagnoses (what happened?), and their action plans (what changes are necessary to successfully adhere to their schedules?).

Materials and Resources:
- Materials found at the instructor resource website including:
  - Time Management Video—this video is also built into the assignment prompt if you don’t watch it as a class
  - Idea sheets on procrastination and time management from USU Academic Resource Center
Purpose of a College Education Lesson Plan

Objective
You will expose students to the purpose and benefits of a college education as well as introduce them to the structure of a USU education. Have students explain the “why” of a college education and define/explain the parts of a university degree (general education, depth education, major courses).

Description
This lesson contains three parts:
1. Understanding the “Why” of a College Education Discussion: Lead the class through a discussion of the Becoming a Learner text, along with other purposes and benefits of a college degree. Pay special attention to non-vocational benefits and the idea that a “degree is not a destiny.”
2. Structure of a College Degree Video: Watch a brief video outlining and explaining the three parts of a USU degree. You can watch this as a class, or direct students to watch it individually in the assignment prompt in Canvas.
3. Purpose of a College Education Assignment: Direct students to Canvas for the assignment prompt. They will submit their papers on Canvas.

Instructional Time: 30-60 minutes
Required Assignment: YES
Points: 75

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Lesson Plan
Discuss the purpose of a college education as a class using some of the resources below as prompts. Direct students to watch the Structure of a College Degree video and browse the other resources on their own prior to writing their paper. You can also watch the video together as a class and hold a discussion about it and the other resources.

Materials and Resources:
- *Becoming a Learner* by Dr. Matthew Sanders (given to each student at SOAR)
- Materials found at the instructor resource website including:
  - Structure of a College Degree Video—this video is also built into the assignment prompt if you don’t watch it as a class
  - AACU Employer Survey indicating which qualities employers prefer in college graduates
  - Various articles and surveys about being broadly educated citizens
- Degree Maps and Citizen Scholar objectives found in the USU General Catalog, [http://catalog.usu.edu](http://catalog.usu.edu)
- University Studies flowchart found in the *Aggie Blue Book.*
Purpose of a College Education Assignment

Direct students to Canvas for assignment information. Students will be asked to write a paper in response to this two-part prompt:

1. Why are you here? Explain your own understanding of the “why” or purpose of a college education. Include at least three reasons why you are enrolled in higher education classes.

2. A university degree is composed of general education, depth education, and major courses. Define each of these three parts. Why is a university education structured in this way? What are the benefits of all three, and how do they interrelate? USU’s Citizen Scholar objectives in the General Catalog (http://catalog.usu.edu) is a good resource for completion of this assignment.
Supplemental Curriculum

Instructors often have additional topics they feel are important for incoming students to learn, or activities that they want to include in their section. Instructors have up to five hours of class time to cover whatever they feel is important for their students to make a good transition to Utah State. Some suggestions are listed below, but instructors are free to be creative with this time. Each supplemental curriculum item should be tied back to the objective questions on the overall schedule and syllabus so the students understand how the time is relevant to the course.

Money Management Lesson Plan (Optional Lesson Plan)

Objective
You will help students understand the necessity of creating a 4-year, how to pay for college plan, as well as help them manage a monthly budget to lead to success of the 4-year plan.

Description
This lesson contains two parts:
4. Financing a Degree Discussion: Lead class through a discussion highlighting the importance of planning on how to pay for an entire degree.
5. Budgeting Assignment: Students will estimate expected income and expenses and discuss the challenges that may arise. Discuss with the students budgeting techniques and ‘traps’ to be aware of to create positive money management skills.

Instructional Time: 45 minutes
Required Assignment: YES
Points:

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Lesson Plan
Part 1: Discuss expectations and realities of financing an education. Discuss different websites and methods of paying for college (see Materials and Resources). Review the websites, reiterate deadlines, review assignment. You may wish for this to be a highly collaborative session, with ideas coming from students. Briefly go over assignment, with examples.

Part 2: Discuss budgeting methods and the importance of staying on track with finances. Key points to consider touching on: Planning for emergencies, differentiating between wants and needs, being careful with credit. Discuss tracking expenses and being aware of how much variable expenses can impact a budget. Highlight ways to handle overspending. Review application of this information as it pertains to the tracking and budgeting assignment.
Materials and Resources:
- Studentaid.gov, scholarships.usu.edu, Career Aggie
- Unconventional methods; Military service, Employer Aid, Loan Forgiveness programs
- Budgeting and tracking worksheets
- Step-down principle example

Assignment
Part 1: Create a 4-year financial plan on how to pay for college. Include a Plan A and Plan B. Detail expected earnings from all sources, including but not limited to employment (on going and/or summer), financial aid, scholarships, reimbursement programs, and help from outside sources. Detail expected costs including tuition & fees, books, living expenses, personal expense, and transportation expenses. Review shortfalls, and include a plan on how to meet those shortfalls.

Part 2: Create a projected spending plan for a specific time period (two weeks or a month), choose a method of tracking spending, follow the method for the specified time. In a follow up session, identify ways that overspending or savings took place. With a goal of paying for a four year degree, write a brief description (no more than one page) of how creating a spending plan and reviewing your spending monthly will help you reach that goal.

Supplemental Half-Hour Workshops (limited to three per class)
Several on-campus departments have offered to provide 30-minute workshops during Connections. In order to ensure students get enough face time with their instructor, each instructor can schedule up to two supplemental workshops. Supplemental workshops can be scheduled on the Connections scheduler (SALSA).

Supplemental Workshop Descriptions

How to use design thinking to figure out, “What you want to be when you grow up.”
In this compelling half-hour workshop, Career Services debunks some myths about academic major choice and career/life planning. You and your students will practice using five design mindsets by: being curious, prototyping, reframing setbacks, expanding awareness, and building a support network. Based on a course offered at Stanford, these design mindsets, as used in career/life planning, are proven to help students design a life that works for them at each stage of their career.

Source: Designing Your Life, How to Build a Well-Lived, Joyful Life, Bill Burnett & Dave Evans

Healthy Eating 101
Healthy Eating 101 is a brief nutrition workshop taught by junior and senior level dietetic students under the direction of Brooke Parker, Registered Dietitian for the Student Health Center. Topics covered include:

- What makes a meal?
- Perimeter Grocery Shopping
- Importance of Snacks
Findings from a study conducted in 2007 showed that students who received this education were less likely to gain 5 or more pounds during their first semester here at USU than those students who did not receive this education.*


Health and Wellness
At the Student Health and Wellness Center we offer information on how to live a healthy lifestyle and encourage making positive behavior choices. We believe in promoting the health and well-being of students through prevention of illness, injury and disease and through raising awareness of issues affecting the students. This presentation is an overview of a variety of health related resources that are provided on campus and covers issues that students face during their first year in college.

- Identify resources provided by the Student Health and Wellness Center.
- Discuss healthy decision making in college.
- Explore and briefly discuss many aspects of health and wellness, time management, stress reduction, sleep, alcohol, sexual health, etc.

Parking and Transportation
Welcome to the world of parking! Officials from the USU Parking Office will discuss the ins and outs of parking, and will give you tips for having a ticketless experience while you are at Utah State.

USU Police
This presentation covers the location of the USU Police office, and how to contact them for emergencies. It covers services provided such as jump starts, lock-outs, personal escorts, bicycle registration, etc. and how to avoid becoming a victim. Police officers talk about problems new students face such as drug and alcohol use and the laws dealing with those issues. And they stress the importance of signing up for the Code Blue Emergency Alert system.

Sustainability
What will be your legacy at Utah State? Learn how to leave an enduring and resilient one through this interactive session that will introduce you to USU’s sustainability initiatives and legacies of past students through the Sustainability Grant Program (previously Blue Goes Green Grants). You will learn how to apply for a grant to enhance your program of study, resume, and ability to make a difference. Check out the opportunities at Aggie Blue Bikes, Student Organic Farm, Students for Sustainability Club, and other Aggie initiatives. Maybe you’ll start your own!

Study Abroad
Located within USU’s Office of Global Engagement, the Study Abroad Program helps students explore the range of affordable program opportunities for study all over the world for a semester, academic year, or
summer term. Through planning with their academic advisor, students can earn credit toward graduation requirements during their study abroad. In many countries, students can study courses in English or have the opportunity to build language skills. USU financial aid and scholarships apply nearly 100 percent of the time, and students can also apply for other scholarships specifically for study abroad.

USU offers a few different options for students to study abroad. Depending on the length of time you’d like to spend, your budget, and your educational goals, there's a study abroad program for you!

- **Faculty-Led Programs** -- Join USU faculty for short-term programs all over the globe! Faculty-led programs may be between 10 days and 8 weeks and all offer USU coursework, enhanced by the destinations and hands-on learning of study abroad. Programs recently offered include studies of the Mediterranean diet in Greece, an introduction to coral reefs in Australia, and reading British literature in England, just to name a few!
- **Exchanges** -- USU has partnerships with universities around the world and is affiliated with the International Student Exchange Programs (ISEP) network that offers summer, semester, or year study abroad exchange programs for USU students. The exchange arrangement allows students to pay tuition and fees directly to USU, and students exchange places with incoming exchange students from partner and/or ISEP universities. This model ranks as one of the most affordable options for study abroad.
- **Direct Programs** -- In addition to our exchange partners and the ISEP exchange program, USU students may also choose to study with direct study abroad providers. These programs offer opportunities for study, service learning, or internships. Program fees are set by each provider, and there are numerous options for semester, academic year, or summer study abroad.

Choose our workshop to learn more about our programs, as well as information about using financial aid and scholarships to finance a study abroad experience!

**Undergraduate Research**

Students' extra time is at a premium, so they should choose activities that provide the biggest bang for the proverbial buck. Undergraduate research is that magic bullet--no other activity provides as many benefits to students who want to get ahead and position themselves for outstanding careers or advanced study.

Research is the search for knowledge. USU students have the opportunity to make their own discoveries. That process can involve lab work, field study, archival investigation, and creative production. Students may work independently, with faculty, or as part of a team. The Undergraduate Research Program supports students in all fields of study.

The Undergraduate Research program is pleased to offer a 30-minute workshop on the topic of undergraduate research for Connections. Students will learn answers to the following questions:

- What is "undergraduate research"?
- Why should I do undergraduate research?
- How do I get started in undergraduate research?
NEHMA Art Museum
Art Museum Staff will visit your classroom, or meet your students at one of the Campus's many public sculptures, for a participatory session that engages students and familiarizes them the many resources the Museum can offer.

Service-Learning Projects
When first-year students arrive at Utah State, they are not only becoming Aggies, but also members of the Cache Valley community. In Connections, we have the opportunity to share with students the importance of their role in that community and what they can learn outside of the classroom. Instructors have found that service-learning experiences are memorable for students, not only because of what they learn from the agency with which they work, but because it strengthens their bonds with each other.

Therefore, some instructors choose to participate in a service-learning project as a class. When doing so, it is important that students can articulate the value of the service-learning project through class discussion or a brief reflection paper.

Instructors often find service projects through the USU Center for Civic Engagement & Service-Learning or the Cache Valley Volunteer Center, http://cachevolunteercenter.org.

Examples of past projects:
- Community service such as weeding flower beds at CAPSA.
- Campus service such as recycling at the campus recycling center
- Natural Resources projects such as trail maintenance or invasive weed removal
- Humanitarian service such as building hygiene kits

What is Service-Learning?
According to the Corporation for National and Community Service, service-learning is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” Therefore, service-learning is a pedagogy that must include both service and instruction in order to be successful.

Meaningful community service. In any service experience, what you learn is based on how you interpret what you accomplished. Due to the time restraints of Connections, service experiences typically should only take a few hours of class time, so the challenge is to ensure that students feel that what they accomplished is meaningful.

Instructors can aid in this process by creating concrete chances to serve, connecting to context, and cultivating camaraderie. When including service-learning in a curriculum, it is essential that the project be something that students can start and finish by the time they finish the course. This gives them the ability to see that their contribution is important. Service must have context, however, for students to learn from their experience. It is essential to share the mission of the organization with your students and how your students’ service helps them. This can be most effective if someone from the agency is willing to share this at the beginning of the service opportunity. Finally, let your students know that this is a chance to get to know their classmates better. Even if you are pulling weeds, you can still have fun!
Instruction and reflection. **Volunteer work alone is not service-learning,** since service-learning requires students to link their experience to what they are learning in the classroom. When you plan your service opportunity, have a definite objective for what you want your students to learn. In Connections, this can be related to the literature assignment, sustainability, being an engaged student, teamwork, etc. In your class time, use guided discussion to reflect on what students have experienced and use their responses to demonstrate the lesson. One model of reflection is: What happened? So what? Now what?

**What is not Service-Learning?**
- Service without reflection.
- Service unrelated to the objectives of a course.
- Reflection with no action.
- Students pondering “how lucky I am” without greater depth of understanding of their experience.

**How do I find a project to incorporate into my course?**
While you can utilize personal contacts, the Center for Civic Engagement and Service-Learning (CCESL) is developing a Community Partner database with current partner needs. In addition, many instructors find community partners through the Cache Valley Volunteer Center, [http://cachevolunteercenter.org](http://cachevolunteercenter.org). You can also contact the Logan Neighborhood Council for local projects, 435-716-9008.

**What other resources do I have?**
The Center for Civic Engagement and Service Learning (CCESL) has a limited number of hand tools, gloves, etc. that can be reserved on a first come-first served basis. In addition, CCESL has a resource library, a community partner database and a mini grant program. If you would like to develop a Service-Learning course, please contact Kate Stephens at kate.stephens@usu.edu regarding course designation.

**Instructor Feedback**
“The project gave them a tangible way of making a visible difference. Most of the students had done service projects for individuals in the past, but only a couple had done something for a larger community, and there was a real sense of ownership to the project. Most of the students have been back on their own to visit the park and show their friends what they did.”

“Hands down- this was the highlight of my class this year and, based on student feedback, I believe the students agree.”

**For More Service Learning**
Kate Stephens, Asst. Director, Center for Civic Engagement & Service-Learning
[kate.stephens@usu.edu](mailto:kate.stephens@usu.edu) or 435-797-8135

Kristin Brubaker, Community Engagement Specialist, CCESL, kristin.brubaker@usu.edu
Team Building and Other Teaching Ideas

Students typically like to get out of the classroom to get to know their classmates better and to become more familiar with campus or the local community. Many instructors choose to give students an orientation to the local recreation opportunities, or to have them further explore campus or Logan with a scavenger hunt. Past instructors are a great resource for ideas. Some previously successful activities are:

- Hiking
- Canoeing at First Dam (schedule canoes at the scheduling website at www.usu.edu/connections/instructors)
- Miniature golfing
- Ice Skating at Eccles Ice Arena
- Campus Scavenger Hunt
- CVTD Logan Scavenger Hunt
- CVTD ride to the Cache Valley Tourism bureau to pick up brochures and maps
- Student Panel (peer mentor can set this up)
- Willow Park Zoo
- Area Parks Scavenger Hunt
- The Jump Zone
- American West Heritage Center
- Museum of Anthropology
- Nora Eccles Harrison Museum of Art
- USU Geology Museum
- USU Sculpture Walking Tour or Scavenger Hunt

Some teaching strategies that are particularly effective for USU 1010 include:

- Ice Breakers: low-stakes activities that help students build a learning community. Peer Mentors can design and lead these. It is not unreasonable to plan an ice breaker daily.
- Think-Pair-Share: ask students to think about a topic (including writing some notes), then pair up with another student or two to discuss what each has learned and thought about, finally invite students to share with the whole class what they discussed.
- Reflection and In-class writing: post a question on the board at the beginning of class (or after lunch). Give the students five minutes to reflect and write about that topic.
- Index Cards: use index cards as a way to account for participation. You can have them pose questions, answer questions, write short reflections, etc. This keeps the students engaged and allows you to easily assess their attendance and at least a measure of their thoughtfulness and engagement.
- Group Presentations
- Jigsaw: students are put into small groups to solve or address one piece of the “problem.” As solutions/insights are found for the individual pieces, students come together to put the whole solution together. See: http://serc.carleton.edu/sp/library/jigsaws/index.html
- Collaborative Learning (group work). See: https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html
Money Matters

Budget

Your budget will be based on the number of students in your class as well as yourself and your Peer Mentor. This is the budget to be used when providing the lunch for class on one day as well as other purchases for class.

- $8.00 per person (i.e. Instructor - 1; Peer Mentor - 1; Students – 28 = 30 @ $8.00 = $240)
- In addition, you will receive Aggie ice cream coupons for each (valued at $2.00 ea.)

Options for Purchase

1. Open Purchase Orders (PO’s) **this is preferred for those teaching the traditional 3-day sections (not available for those teaching 7-week and 14-week sections)**: Vendors and a list of PO #’s will be provided for several of the most popular option. These will be listed on your tracking sheet, in box, as well as on a wallet card.
   - Do your shopping or order your food - **Advance notice is appreciated.**
   - Inform cashier this a USU purchase, tax exempt and on a purchase order.
   - Give them the PO#.
   - **Obtain your copy of the itemized receipt.**
   - Sign your receipt, add to your tracker, and scan into your Connections Box folder.

2. Departmental Pcard: Use a Pcard in your home department that you have access to -
   - Do your shopping or order your food - **Advance notice is appreciated.**
   - Inform cashier this a USU purchase, tax exempt.
   - Confirm nontax total and swipe/insert your card (Tax ID# is on card).
   - **Obtain your copy of the itemized receipt.**
   - Follow your departmental procedure for processing a receipt. Reconcile it to index A01724.
   - In addition to your departmental procedure, sign your receipt, add it to your tracker, and scan it into your Connections Box folder.

3. Check-Out a Pcard from the Connections office – Contact Peggy 797-1712
   - You must complete USU Pcard Training.
   - Leave a form of ID w/Peggy when you pick up a Pcard.
   - Do your shopping or order your food - **Advance notice is appreciated.**
   - Inform cashier this a USU purchase, tax exempt.
   - Confirm nontax total and swipe/insert your card (Tax ID# in on card).
   - **Obtain your copy of the itemized receipt.**
   - Sign receipt.
   - Write Index # on top of receipt (A01724)
   - Return receipt to Peggy along with the Pcard.
   - Receipt will be processed using Peggy’s home departmental procedure for processing receipts
   - Peggy will scan receipt into your connections Box folder.
You will need to enter this receipt onto your tracking sheet.

Tracking your Budget

Box – Each Instructor will have a Connections folder on Box, this will replace the envelopes.

- Box Folder – 17 Conn – Last Name, First Initial.
- Tracking Sheet – is in your Box folder and will assist you in tracking your budget.
- All receipts need to be saved here (.pdf preferred)
  - You may also submit a photo of a receipt taken with your cell phone (this will be a .jpeg file).
- Sharing – if needed access can be given to another authorized employee.
  - Email Maren the email address of employee requesting access.

Contact Information:

Peggy Brown 797-1712  peggy.brown@usu.edu
Maren Seamons 797-9828  maren.seamons@usu.edu

Reminders and Tips

- No Purchasing of Gift Cards
- Please do not use your personal credit/debit cards or cash
- Tipping is appropriate – never more than 18% using university funds
- Tax exempt – make sure no tax was charged
- Use Open PO’s whenever possible – List is provided on your tracking sheet in Box and on wallet card
- Are all of your receipts scanned in and on your tracking sheet?
- Please stay within your budget
- Sorry, if a student does not come to your meal provided, they do not receive that benefit, please don’t buy them a gift card
Scheduling Your Course Checklist

- Make sure you have your class planned out thoroughly between 9 am and 4 pm Wednesday through Friday. You can extend class a little on one or two days if needed. This includes the welcome on Wednesday and the Convocation on Thursday morning.

- Make sure you show what you are doing during your follow-ups (scroll down in Scheduler for that calendar and then use the drag-and-drop features just like the Connections-week calendar).

- Make sure you have all 15 required curriculum topics on your schedule (they can go in the three required follow-ups as well).
  - Purpose of a College Education
  - Common Literature
  - College Writing Expectations
  - Resilience and Overcoming Challenges
  - Academic Strategies
  - Designing Your Education
  - Designing Your Life
  - Student Resources
  - Connecting to Campus
  - Building a Learning Community
  - Bystander Intervention
  - Time Management

- Make sure you have no more than 5 hours of supplemental instruction and workshops (including during your three required follow-ups). This includes any activities and workshops that aren’t directly related to the 15 required curriculum topics and the four required workshops (Technology, Library, Communication, and Faculty Panel).

- You are only permitted three or fewer supplemental workshops (finances, research, healthy eating, parking, police, etc.). Any more than that and students get restless with so many workshops.

- Make sure you have completed your contact information on the syllabus.

- Make sure your supplemental activities and workshops are in the objectives chart, and that you click which objectives they fulfill.
Connections Canvas Checklist

☐ Put a short bio and your contact information on the “Meet the Instructor” page.
  o Click on “pages” in the left menu.
  o Click on “Meet the Instructor” in the upper-right corner.
  o Click on “Edit this Page” and then “Save Changes” when done.

☐ Assign due dates for your assignments.
  o Click on “Assignments” in the left menu.
  o Click on each assignment that needs a due date.
  o When the assignment is open, click on “Edit Assignment” in the upper-right corner.
  o Add a due date and click “Update Assignment.”
  o You can also update assignment due dates using the “drag and drop” feature of the calendar by clicking on “Calendar” on the top bar, navigating to August, check the Connections course, and then “show undated events.”

☐ Update your Late Work Policy in the syllabus (optional).
  o Click on the “Syllabus” link in the left menu.
  o Click on “Edit Syllabus Description” in the upper-right corner.
  o Change the late work policy and save your changes.

☐ Update your follow-up times in the syllabus.
  o Click on the “Syllabus” link in the left menu.
  o Click on “Edit Syllabus Description” in the upper-right corner.
  o Change the follow-up sessions in the “Course Dates” section.

☐ Make any other updates to your syllabus.
  o Add any additional assignments, policies, etc.
  o If you want to provide a hard copy, you can find a .doc version of the syllabus at http://www.usu.edu/connections/instructors.

☐ Account for your 100 attendance and participation points in Canvas.
  o Click on “Assignments” in the left menu.
  o Click on the “Attendance and Participation” assignment. You can add details here about how this will be graded, or you can delete this assignment and create others, as long as they all add up to 100 points.

☐ Upload your class schedule and link to it on the course home page.
  o Click on “files” in the left menu.
  o Select the course materials folder and click “Add Files.”
  o Upload your schedule.
  o Click on “pages” in the left menu.
  o Click on “Front Page” in the upper-right corner.
  o Click on “Edit this Page” and then highlight “Class Schedule.”
  o Click on “Files” in the page tools, click on the file for your schedule, and save the page.

☐ Update the course home page if needed.
  o Click on “pages” in the left menu.
  o Click on “Front Page” in the upper-right corner.
  o Click on “Edit this Page” and then “Save Changes” when done.
○ Publish your course and set the start and end dates for the Canvas section.
  ○ Click on the bar at the top that lets you publish the course. You are going to set the start
    and end dates in the settings, so you can publish now without students seeing the course.
  ○ To set the start and end dates, click on “settings” in the left menu.
  ○ Click on “edit course details”
  ○ Set the start and end dates. Students will only be able to work on the course during these
    two dates, but they can see the course after it ends. (Default dates are August 19-October 1.)

Canvas Quirks and Notes

Turnitin Plagiarism Prevention Software
The Turnitin feature has been enabled for the Purpose of a College Education paper. This feature allows you
to see if any of the content is highly likely to have been plagiarized. It will compare submissions with those
of other students as well as with online content.

Gradebook
The gradebook defaults to an option where the total grade shows a letter grade based only on assignments
that have been turned in. That means if a student has only turned in two assignments, and got 100% on both
of them, the total grade will show a grade of 100% or an A—even if the due date has passed for other
assignments. This was confusing to several students last year, and some of them stopped submitting
assignments because they thought they already had an A.

When grades are exported to Banner, Canvas automatically treats ungraded as 0’s, which means it will export
the correct letter grade, even if you and the student see something different in Canvas. This surprised a lot of
students last year when the grade in Banner didn’t match the total grade showing in Canvas.

As assignments come due, it is strongly recommended you go in to your gradebook and set the default grade
for that assignment to 0. This will help students realize that they are missing an assignment, and they see a
true reflection of their current grade when looking in the gradebook. To set an assignment’s default grade to
0, hover over the assignment at the top of the gradebook column, click on the triangle menu button, then
“Set Default Grade,” and enter 0. That will not overwrite any grades you have entered, it will only change the
non-submission dash to a 0 for students who never submitted anything, and will then calculate that 0 into
their grade.
Pre-Summer and Summer Checklist

Pre-Summer

- Read the instructor manual and view the instructor resource page to familiarize yourself with the required curriculum.
- Meet with your peer mentor.
  - Discuss your teaching philosophy and expectations.
  - Ask for suggestions and input about the course schedule.
  - Schedule a time to meet with your peer mentor when you are back from summer break (if you are returning right before Connections, please complete your course schedule as much as possible and communicate responsibilities to your peer mentor before leaving for the summer).
- New Instructors: Meet with your instructor mentor.
  - Discuss your questions and/or concerns.
  - Ask about successful ways to schedule and manage the course.
  - Ask about teaching techniques.
  - Receive help with the Scheduler and Canvas.
  - Share ideas about supplemental curriculum (no more than five hours).

Summer

- Read When Breath Becomes Air (Paul Kalanithi).
- Read (or re-read) Becoming a Learner (Matthew Sanders).
- Begin the process of scheduling and customizing your Canvas course.
- Sign the electronic Extra Service Compensation form. This will be sent via DocuSign.
- Check your work email for occasional Connections updates and questions.
- Complete an initial schedule for your course using the Scheduler, and begin the Canvas checklist.

Reminders and Tips

- Your follow-ups are already pre-scheduled in banner.
- You will provide lunch on either Wednesday, Thursday, or Friday of Connections week. The other days, you will dismiss the students for a lunch break.
- An updated list of lunch vendors and prices will be available on the scheduling website in early August.
- As part of your supplemental curriculum, schedule at least one “fun” activity outside of the classroom sometime during Connections week. Remember, it still needs to tie to the objectives.
- The Convocation will be held Thursday morning at 9 am this year.
- Friday evening we will have the luminary, beginning at the Spectrum and ending on the quad.
Pre-Connections and Connections-Week Checklist

Pre-Connections
- Attend the optional brown bag discussions: May 17, 24, 31 and July 12, 19, 26.
- Attend the final required instructor training on August 16 from 12:30-2:00 p.m. in TSC Auditorium.
- Publish your Canvas section and schedule by August 15 (August 8 for new instructors).
- Email your students to introduce yourself and the Connections course by August 17.
- Meet with your peer mentor to finalize assignments and expectations.
- Pre-order your lunch for Connections week using vendors on the scheduling page.

Connections Week
- Explain syllabus and due dates to your class, as well as your late work policy.
- Plan and provide lunch for your class one day.
- Sign all receipts and collect them in your box folder.
- Set default grades to 0 in Canvas after each assignment’s due date.

Post-Connections
- Hold follow-up sessions in weeks 2, 4, and 6 of the semester (these are scheduled in Banner).
- Finalize your box receipt folder after your last follow-up session and update your tracking sheet.
- Ensure all default grades are set to 0 in Canvas before submitting grades.
- Submit grades to Banner within 72 hours after your final follow up.
- Respond to emails from students after grades are submitted to resolve any grading questions or disputes.
- Complete instructor course evaluation. This will be emailed to you in September.

Reminders and Tips
- Get to know your class on Wednesday morning as they congregate in the Spectrum. Some instructors provide getting-to-know-you games or have them write questions on index cards as they wait for the welcome to begin.
- When you are dismissed from the welcome, you will congregate on the legacy field (by your class sign). You will do some ice breakers there on the field until your class is all accounted for and you are dismissed to your classroom.
- You will receive an exit plan telling you which route to take out of the Spectrum for Friday night.
- You will provide lunch one day during Connections week. The other days you can just excuse students to go to lunch on their own. Meal plans are active, and all dining establishments on campus are open for students to buy lunch.
- Don’t excuse your class early during the week. This causes issues for other Connections sections.
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