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Wednesday, August 1 – Syllabus Due (in Canvas) for New Instructors
Tuesday, August 7 – Syllabus Due (in Canvas) for Returning Instructors
Friday, August 10 – Publish Course in Canvas
Tuesday, August 14, 12:30-2:30 p.m. – Mandatory Final Training in the TSC Ballroom – Lunch Provided
Wednesday, August 15 – Send Initial Email to Students
Wednesday, August 22, 8:30 a.m. – 4:00 p.m. – Connections (begin in the Spectrum, be there by 8:30 a.m.)
Thursday, August 23, 8:45 a.m. – 4:00 p.m. – Connections (begin in the Spectrum, be there by 8:45 a.m.)
Friday, August 24, 9:00 a.m. – 4:00 p.m. – Connections (begin in your classroom)
Friday, August 24, 8:45 – 10:00 p.m. – Connections Luminary (begin in the Spectrum, be there by 8:45 p.m.)
Week of September 3-7 – First 75-minutes follow-up
Week of September 17-21 – Second 75-minutes follow-up
Week of October 1-5 – Third 75-minutes follow-up
72-hours after your third/final follow-up – Grades are DUE in Banner
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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 16, 12:00-1:00 p.m., DE 202**

Canvas Basics

**Wednesday, May 23, 12:00-1:00 p.m., DE 202**

Canvas Refresher/Schedule Builder (formerly SALSA)

**Wednesday, May 30, 12:00-1:30 p.m., HH 180**

Optimizing your schedule/making the most of the three days and follow ups. Utilizing your Peer Mentor

**Wednesday, July 18, 12:00-1:30 p.m., HH 180**

Teaching Techniques: Leading and Assessing Discussions/Teaching the Big Ideas

**Wednesday, July 25, 12:00-1:30 p.m., HH 180**

Teaching Techniques: Ways to get outside the classroom and mix it up. Ideas for community building.

**Wednesday, August 1, 12:00-1:30 p.m., HH 180**

Tips and suggestions for teaching and integrating *The Boys in the Boat* 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: https://cidi.usu.edu/directory/index.

**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, 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 catalog.usu.edu. The online catalog contains course descriptions, program requirements, calendars, and information about policies and procedures of the university.

**THRIVE Website**  
A website devoted to student success, persistence, and degree completion, thrive.usu.edu has many resources available for students, faculty, and parents. You should introduce your students to this resource. You may also want to use one of the many video clips (1-3 minutes each) available on topics such as resilience, budgeting, and student engagement. See the media library at thrive.usu.edu/media-library.
Course-Planning Logistics

Framing the Assignments – Explaining the “Why”
Course evaluations indicate that effective instructors frame the assignments using the Big Questions. They explain them fully during class and relate them to the objectives. The students then understand the reasoning behind the assignments and tend to better understand their purpose. Effective instructors also show how each assignment relates to other assignments to create the whole course rather than teaching each assignment in isolation.

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. You will use your own P-card or you may check out a P-card from Peggy Brown. There will not be any open purchase orders. Several local vendors have agreed to offer special pricing for Connections instructors. A list of these vendors will be provided in August.

Evening Activities
Although you are invited to attend the evening activities, instructors are not required to attend evening activities, with the exception of the Luminary on Friday night. 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 – 9 am – 4 pm (with one-hour lunch)
Meet in the Spectrum at 8:30 am; Welcome 9-9:30 am; Legacy Field role call and ice breakers 9:30-10:00 am
Thursday – 9 am – 4 pm (with one-hour lunch)
Meet in the Spectrum at 8:45 am: Convocation 9-10:15 am
Friday – 9 am – 4 pm (with one-hour lunch) and 9 pm – 10 pm
Meet in the Spectrum at 8:45 pm; Luminary/Reverse Processional 9:00-10:00 pm

Three Follow Up Meetings
Three 75-minute meetings are required during the first six weeks of the term. You will meet during weeks 2, 4, and 6 of the semester. These meetings should be used for further instruction as well as being an opportunity to check in with your students and assess how they are acclimating to their college life. If you discern that a student is struggling with their adjustment (personally or academically), you should complete the early alert form found at THRIVE.usu.edu (see Faculty Resources).

You are not expected to advise students with regard to the drop/pass/fail deadline for their full-term courses (Oct 29 for fall 2018 semester), but rather to inform students of the 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 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.

THRIVE Website and Videos

The website at thrive.usu.edu is a powerful resource for you, your students, and their parents. It includes:

• Benchmarks for each academic year.
• Common struggles for each academic year.
• Resources, organized by academic year.
• A media library that includes video clips which correspond with many of the Connections assignments.
• Resources for faculty and advisors, including links to report students of concern.

Please use these resources in class and encourage your students to become familiar with the information, advice, and resources found at this site.

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:

<table>
<thead>
<tr>
<th>Discussions</th>
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<tr>
<td>Common Lit Canvas Discussion</td>
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</tr>
<tr>
<td>College Writing Discussion</td>
<td>25 pts</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>300 pts</td>
</tr>
<tr>
<td>Resilience/Overcoming Challenges</td>
<td>50 pts</td>
</tr>
<tr>
<td>Cultivating Habits of Mind</td>
<td>50 pts</td>
</tr>
<tr>
<td>Connecting to Campus</td>
<td>25 pts</td>
</tr>
<tr>
<td>Designing Your Education</td>
<td>25 pts</td>
</tr>
<tr>
<td>Time Management</td>
<td>50 pts</td>
</tr>
<tr>
<td>Purpose of a College Education Paper</td>
<td>100 pts</td>
</tr>
<tr>
<td>Participation &amp; Activities</td>
<td>125 pts</td>
</tr>
<tr>
<td>Student Resources In-Class Activity</td>
<td>15 pts</td>
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<tr>
<td>Attendance and Participation</td>
<td>100 pts</td>
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<tr>
<td>Course Evaluation</td>
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<table>
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<p>| Grading Scale |
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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>
</tr>
<tr>
<td>83-85.9</td>
<td>415-430</td>
<td>B</td>
</tr>
<tr>
<td>80-82.9</td>
<td>400-414</td>
<td>B-</td>
</tr>
<tr>
<td>76-79.9</td>
<td>380-399</td>
<td>C+</td>
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<td>70-72.9</td>
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<tr>
<td>0-63</td>
<td>0-314</td>
<td>F</td>
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</tbody>
</table>
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. 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 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 common ways to utilize the 100 points:

- 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
- Participate in a campus scavenger hunt to find buildings and classrooms
- Complete in-class writing/reflections
- Create questions for the faculty discussion
- Complete a short journal after an activity, such as touring Logan on the CVTD or taking the Aggie Shuttle route
- Learn the names of classmates
- Include community engaged learning (CEL) in the curriculum
Assignment Due Dates
One of the most difficult aspects of planning this course is finding the right balance for the due dates of assignments. Effective instructors tend to place a heavier load during the August 22-24. Some assignments should be introduced early but require students to spend some time practicing new skills (e.g. Time Management). The following are suggested due dates for the Connections assignments. You can change these due dates to match your individual course needs and preferences.

Common Literature Discussion (on Canvas).......................... August 22*
College Writing Discussion .............................................. August 22-24
Resilience........................................................................ August 22-24
Student Resources................................................................. August 22-24
Connecting to Campus.......................................................... Follow Up 1
Cultivating Habits of Mind.................................................. Follow Up 1
Time Management................................................................ Follow Up 2
Designing Your Education ................................................ Follow Up 3
Becoming a Learner & the Purpose of a College Education................................. Follow Up 3**
Course Evaluation............................................................... Follow Up 3***

*All pre-semester Connections students are told to complete the literature discussion in Canvas by August 22.
**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 5.

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 23
Last day to drop with W ........................................................ August 24

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.

- August 1: Syllabus Due for New Instructors (Committee Review August 2-3)
- August 7: Syllabus Due for Returning Instructor (Committee Review August 8-10)
- August 10: Publish Syllabus/Schedule to Canvas (any that have not been published by 5pm will be automatically published)
- August 14 (12:30 - 2:30 PM): MANDATORY Final Training (all instructors, no exceptions) - Lunch will be provided.
- August 15: Email a welcome message to all of your students.
- August 22-24: Connections Week
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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 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. You can see a copy of the peer mentor responsibilities and ethics contract in the appendix.

Your section will be assigned a peer mentor in April. Mentors are expected to make contact with you shortly after receiving their assignments and meet with you prior to the end of spring semester to discuss their involvement in the Connections course. Peer mentors will be prepared with possible ideas and suggestions, and they 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.

Instructor Responsibilities 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.

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 personalized advice.
- Assist the student in learning the skills and resources to persist and succeed at USU.
- Attend pre-meetings each morning prior to class to receive relevant updates and announcements.
- Give daily announcements in class regarding evening activities, etc.
- Communicate with the instructor to receive responsibilities for the course, preferably in writing.
- Follow through with all assigned responsibilities.
- Answer questions, as appropriate, regarding class assignments, meeting times, etc.
- Hold three office hours during the first six weeks of fall semester. Office hours will be held on weeks where follow-up sessions are not held.
- Send a weekly email (and copy the instructor) on Monday of each week during the first semester of classes.
- Assist students with registering for spring semester, making an appointment with an academic advisor, filing a leave of absence, or filing a complete withdrawal when needed.
Possible Additional Peer Mentor Roles

- Prepare and present a lesson, discussion, or activity on a topic such as 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 allowed 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 Taggart Student Center.
- Assist with and monitor discussions on *The Boys in the Boat*. Peer mentors must read the book during the summer.
- Help photograph class activities and/or create social media for the class.
- Facilitate a 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.
- Ask the instructor to be allowed to miss a part of the course or the follow-ups. Peer mentors with extremely extenuating circumstances may first approach the Connections program coordinator, and if approved, the coordinator will consult with the instructor.
- Grade subjective assignments. However, due to the non-subjective content, peer mentors **CAN** grade the following assignments:
  - Canvas Discussion about *The Boys in the Boat*
  - Student Resources
  - Time Management
Connections Course Syllabus

Course Dates

- Pre-semester session: August 22-24
- Follow-up sessions: Weeks 2, 4, 6 of the Semester
- Coursework completed by: October 5
- Grades due: 72 hours after the final follow up session.

Required Texts (all provided to you at training)

- 2018 Common Literature Selection: The Boys in the Boat by Daniel James Brown (students purchase this)
- 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 85 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 *(The Boys in the Boat)* 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).

**Cultivating Habits of Mind**

**Assignment:** This assignment prompts students to explore their current study habits and skills within the framework of cultivating habits of mind that will benefit them throughout and beyond their college experience (Big Questions 2A, 2B, 2C, 3B).

**Designing Your Education**

**Assignment:** Students will be taught how to use Degree Works (USU’s official degree audit system). A 15-minute workshop can be scheduled to complete this if needed. You will also teach students about the parts of the degree and how they interrelate. Students will then create a two-semester plan in Degree Works. Completion of this assignment will be automatically uploaded to Canvas. No instructor assessment is required (Big Questions 1B, 1C, 2A, 2C).

**Designing Your Life**

**Workshop:** This workshop, led by Career Services, focuses on career exploration as a part of life planning (Big Questions 1A, 2A, 2C, 3A).

**Student Resources**

**Activity:** 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 student portal, Canvas, Banner, Aggiemail, USU Identity, and how to reserve group rooms in the library (Big Questions 2B, 2C).
Using the Library
**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 (for fall sections only), 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). You will arrange to have a faculty member answer student questions and give tips for succeeding in their first year at USU (Big Questions 3B, BC).

Upstanding 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).

Becoming a Learning and the Purpose of a College Education
**Assignment:** Students will write a short paper (2-3 pages) exploring their own journey toward becoming a learner. They will also explain their understanding of the purpose of a college education. Finally, they will articulate and explain three reasons why they are enrolled in higher education classes and describe 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/index](https://studentconduct.usu.edu/studentcode/index) (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:

<table>
<thead>
<tr>
<th>Percent</th>
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<tr>
<td>93-100</td>
<td>465-500</td>
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<td>90-92.9</td>
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<td>86-89.9</td>
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<td>83-85.9</td>
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<td>0-63</td>
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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).
Attendence
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, students will complete a course evaluation. The Connections evaluation is slightly different than the evaluations students complete in other courses at USU. In most courses, students will complete something called IDEA Student Ratings of Instruction (IDEA Evaluations). Students will be expected to complete an evaluation for each of their classes, and in each class the instructor will explain how their selected IDEA “learning objectives” link to the course activities and objectives being pursued.

The feedback received through these evaluations is a critical aspect of refining the curriculum. They also inform decisions made by students, faculty, and administrators:

- 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. No assessment of the assignment is required of the instructor.
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. They 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.

Make a Connection

Added to several of the plans are recommended ways to integrate the two required texts: *Becoming a Learner* and *The Boys in the Boat*. 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 Boys in the Boat 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 three parts:

1. Common Literature Reading: Over the summer students will read The Boys in the Boat and Becoming a Learner.
2. Common Literature Assignment: Students will engage in an online discussion about The Boys in the Boat and Becoming a Learner. This discussion will take place in Canvas and must be completed prior to the first day of class.
3. Common Literature Integration: Throughout the course, you will refer back to The Boys in the Boat and Becoming a Learner and draw from them for examples as you discuss various themes and skill-building intrinsic to the curriculum.

Instructional Time: 30 minutes
Required Assignment: YES
Points: 50

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<th>Relation to the Big Questions</th>
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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 books when they arrive in your class.

Materials and Resources:
- The Boys in the Boat (Daniel James Brown) purchased by students over the summer.
- Becoming a Learner (Matthew Sanders) given to students when they attend Aggie Orientation.
- Materials found at the instructor resource website including:
  - Various materials related to The Boys in the Boat.
  - Discussion prompts (these will be given to students when they attend Aggie Orientation.)
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. Provide at least three examples of how the rowing team and coaches became a learning community for Joe Rantz, then, discuss the importance of a learning community for those who seek to become lifelong learners. Select at least one point from *Becoming a Learner* to support your position.

2. From the time he was a young boy, Joe Rantz faced many tragedies and difficulties. Identify a least three low points for Joe and discuss the characteristics, attitudes, and people that helped him be resilient in the face of these difficulties. Provide at least one quote from *Becoming a Learner* to support your position.

3. Although the boys bonded in the boat, they did not initially go to the university to become rowers. Select at least three of the boys and identify each of their motivations for attending the university and discuss how those motivations relate to becoming a lifelong learner. Provide at least one quote from *Becoming a Learner* to support your position.

4. Daniel James Brown spends a significant amount of time describing the Nazi propaganda machine. Provide at least two examples of this propaganda and discuss the importance of a citizenry that engages in critical thinking. Select at least two points from *Becoming a Learner* to support your position.
College Writing Discussion 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: 25

Relation to the Big Questions

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<tr>
<th>Discussion</th>
<th>1A</th>
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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?
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

Relation to the Big Questions

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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 names people who have been influential in the significant points of your life.
Reflections Questions:
1. How have your experiences contributed to 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. 15-16, “Learners are Courageous” pp. 41-42, 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 Joe Rantz or George Pocock using the events in The Boys in the Boat.

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=LCPgvTRfizg#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.
Cultivating Habits of Mind

Objective
You will introduce students to the concept of university education as cultivating habits of mind. By assignment end, students will:
1. understand how academic work relates to the broader project of cultivating the habits of mind as a characteristic of lifelong learners;
2. be able to articulate the approaches and practices necessary for developing these habits of mind which will make them better learners and thinkers;
3. have practiced academic skills and reflected on how continual practice will help them become successful learners at the university and beyond.

Description
During this assignment, students will learn about the important lifelong benefits of cultivating certain habits of mind while in college. The exercise uses learning practices of annotation, note taking, classroom discussion, and reflection to present habits of mind. Students will reflect on how developing these habits during their time at USU will benefit them throughout their lives.

Instructional Time: 60 minutes
Required Assignment: YES (students show their notes and annotated text and participate in discussion)
Points: 50 (you may assign all 50 points to completion of the full exercise, or you may choose to allocate the points between the three parts.)

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<th>Relation to the Big Questions</th>
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Lesson Plan
This assignment involves several parts; you can arrange to do any or all of them as a class.

1. Pre-class homework:
   a. Students log into Canvas and watch a video about how to annotate a text and take lecture notes. Students will then download, read, and annotate a provided text (either the one built into the assignment or one of the instructor's choosing).
   b. Students bring a copy of their annotated text to class for the discussion.
   c. Students watch and take notes on a video of students, faculty, administration, and alumni discussing the importance of cultivating these habits of mind.

2. Guided Practice in class (30-45 min): Predicting Assessment
   a. As a group, students write at least two test questions a professor might ask about the content of the video and reading. Students and instructor discuss the process professors follow to write questions. As an option, the class could compare their questions with sample questions (if using the reading built into the assignment, instructors will have access to potential test questions on the instructor resource page).
   b. Instructors explain that test questions assess student understanding. Professors expect analytical proficiency (understanding of terms, claims, and arguments) along with higher-level thinking skills such as comparing, contrasting, synthesizing, creating, evaluating, etc.
c. Students will step into the instructor shoes and consider how they would grade answers to their own test questions they created. What would a good-quality answer entail and what would a poor-quality response entail? This helps students get out of the guessing-what-my-instructor-is-thinking mode and into more intentional learning.

d. Instructors reinforce that precision and accuracy of annotation will increase success predicting exam questions/identifying important information. The better students are at reading and annotating texts, the better they will anticipate upcoming test questions.

3. Reflection in class:

a. Instructors have a conversation with students about how engaging in these practices will create habits of mind that have portable value to professional, civic, and personal life beyond college. Instructors should pull up the citizen-scholar page in the General Catalog and explain how the direct objectives of the USU degree are met by cultivating the habits of mind they have been discussing. Using examples from the video, how were these academic exercises used to cultivate lifelong habits of mind characteristic of lifelong learning and success?

b. Have students reflect on how they can build on their current skills in these areas, and how they can further cultivate these habits of mind (this should apply to students who are at all levels). Discuss the availability of group workshops, self-help guides, and additional information available through the Academic Success Center.

Materials and Resources:

- Reading that students will annotate (an instructor can use one of their choosing as well)
- Assessment questions (to compare what your students come up with)

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 habit of mind.
Designing Your Education

Objective
Students will learn the three distinct parts of the degree and see how the three parts are related.

Students will be exposed to the theories and tools that can help them more effectively and intentionally chart their course of study while at USU. They will be shown the Degree Works website, a tool to help them intentionally choose and plan which classes they desire and need.

Description
1. The Philosophy: Show students the three parts of the degree: general education, depth, and major courses. Guide a discussion about intentionally choosing courses that will help them find and complete a suitable degree. Emphasize the importance of starting now by exploring different degrees through general education courses. There is a video: Designing Your Education, about the parts of the degree, available to be assigned as homework or to view in class.

2. The Tool: Degree Works is the official degree audit system at USU. Students will be shown how to use this tool to plan and track their degree requirements. A 15-minute workshop can be scheduled with an Advisor who will lead the class through the tool and answer their questions about creating their own academic plan.

3. The Assignment: Students are required to complete and submit a two-semester plan in Degree Works. Completion of this assignment will be automatically uploaded to Canvas. The instructor does not need to assess or look at the plan. This assignment is worth 25 points.

Instructional Time: 45 minutes
Required Assignment: Submit a two-semester plan in Degree Works
Points: 25

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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 educational path.

Materials and Resources:

- USU Degree Works: USU’s official degree auditing system
- USU Catalog Degree Maps at: catalog.usu.edu
- 15-minute workshop by an Advisor (scheduled through Schedule Builder)
- Designing Your Education video
Make a Connection:

Prompt students to consider the following:

1. After reading chapter 5: “An Invitation” in Becoming A Learner, think about how your approach to designing your education will reflect your commitment to be a lifelong learner.

2. Discuss the following with a classmate or friend in Connections: in The Boys in the Boat, how did the boys learn to row? Why did they have to learn the fundamentals of rowing before they could compete? How does this relate to general education and the other parts of the degree?
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 using the instructor scheduling webpage). You can also use resources such as https://kahoot.it or other in-class games.

Instructional Time: 30 minutes
Required Assignment: NO
Points: 15

Relation to the Big Questions

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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. (Jeopardy is available on the instructor resource page.)
- **Method 2** – Kahoot Game: allow the class to use the USU catalog (on smart phones or laptops) to compete in the game. (A Kahoot is available on the instructor resource page.)
- **Method 3** – Group Quiz: build a quiz in Canvas, then use the student view feature of Canvas to 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 (available on the instructor resource page)
- Kahoot game (available on the instructor resource page)
- Quiz bowl buzzers or white boards, which can be reserved at the instructor schedule page
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. 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

### Relation to the Big Questions

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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 29, 2018*. 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.

*Those teaching spring sections should encourage students to participate in a variety of Weeks of Welcome events (typically held the first two weeks of each semester). This assignment may be adapted as necessary.

Materials and Resources:
- Materials found at the instructor resource website including:
  - USUSA Clubs and Organizations Community Portal: https://ususa.usu.edu/
  - Aggie Passport Website: 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 Twitter or text before each event.
  - USU Calendar Website: http://www.usu.edu/calendar

Make a Connection:
In *The Boys in the Boat*, the rowing team played an important role in the education of each member of the team. What extracurricular activities will you explore while at USU?
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 two parts:

1. Learning Community Class Discussion: Using the attached discussion guide, help students understand the importance of a learning community.
2. Faculty Discussion: Invite 1-3 faculty into your classroom to answer questions and help students learn about how to engage faculty through email, office hours, during and after class, and by phone. Impress upon students that the faculty are a significant part of their learning community.

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 invite 1-3 faculty members to speak with your class. 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:
- Discussion Guide (below)
- Contact Heidi Kesler to learn which faculty members are willing to come to your class.
- Appropriate sections of the USU Student Code of conduct as referenced below.
- Materials found at the instructor resource website including:
  - IDEA Evaluation Links
  - IDEA explanation video

Make a Connection:
In The Boys in the Boat, how did teammates, family members, coaches, and others form a learning community for the boys? What was the impact of these communities? How was George Pocock an instructor for the Washington boys? In what ways was it important for them to show him and their coaches proper respect? How does this apply to your instructors at USU?
Faculty Discussion Guide

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 the faculty you invite. You may prompt them to write questions in a variety of areas.

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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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Upstanding Bystander Intervention Lesson Plan

Objective
Help students learn the basic principles of Aggies Think, Care, Act; the Upstanding bystander intervention program; and the definition of sexual consent. The goal is for them to learn how they can contribute to a safe learning environment for themselves and others by exhibiting pro-social behavior.

Description
This lesson contains three parts:
1. Upstanding Video: Watch the video introducing bystander intervention and the opportunities where it can be used.
2. Discussion: Discuss the bystander effect, skills for safe and effective bystander intervention, and how it applies to sexual violence. Peer mentors will be trained to help facilitate this conversation.
3. Introduce the consent handout and have a discussion about what constitutes consent for sexual activity and the consequences of not getting consent. Discuss how bystander intervention applies to consent.

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

Relation to the Big Questions

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Lesson Plan
Watch the brief upstanding video as a class. Assist your peer mentor in leading a discussion about the importance of maintaining a safe community and students’ role as Upstanders. Your peer mentor will attend a two-hour training in August about how to lead this discussion. He or she will also have handouts defining consent for sexual activity, a sexual assault resource guide, and information about sexual violence.

Materials and Resources:
- Materials found at the instructor resource website including:
  - Upstanding Video
  - Sexual Assault and Anti-Violence Information (SAAVI)
  - Title IX reporting for sexual misconduct and gender discrimination
Time Management Lesson Plan

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

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: two 30-minute segments (this works best if introduced early and then addressed further during a follow-up meeting)

Required Assignment: YES

Points: 50

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Lesson Plan
1. 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.

2. 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 Success Center
Becoming a Learner and 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. If needed, refer back to the Designing Your Education video.
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: 100

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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 refer back to the Designing Your Education video and the Citizen Scholar objectives in the general catalog.

Materials and Resources:
- Becoming a Learner by Dr. Matthew Sanders (given to each student at Aggie Orientation)
- Materials found at the instructor resource website including:
  - 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
- University Studies flowchart found in the Aggie Blue Book.
Becoming a Learner and the 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? On page 49 of *Becoming a Learner*, Dr. Sanders invites you to “I invite you to carefully consider the ideas I have presented and begin to create your own philosophy of learning, outlining the specific ways you will strive to become a learner. Doing so will help you make sense of higher education’s many opportunities and challenges. “

Using his questions (on page 49) as a guide, please 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.

3. 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? Where are you on the path toward becoming a learner and how do these three parts of the degree help you as you become a learner? USU’s Citizen Scholar objectives in the General Catalog ([http://catalog.usu.edu](http://catalog.usu.edu)) is a good resource for completion of this assignment.
Designing Your Life Workshop Lesson Plan

Objective
Students will be exposed 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 objective will be accomplished through a required workshop:
In this compelling 45-minute workshop, Career Services personnel debunk 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

Instructional Time: 45 minutes
Required Assignment: NO

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Lesson Plan
Schedule this workshop using the Schedule Builder. If you want to have this workshop during a follow-up session, contact Career Services to schedule that separately (Schedule Builder doesn’t have the capability to schedule workshops during follow-up times). You can schedule a workshop during a follow-up time by visiting https://career-services.usu.edu/faculty-advisors/request-a-presentation.

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. In The Boys in the Boat, how did George Pocock resist fame and fortune in exchange for designing the life he wanted? Joyce Simdars Rantz was willing to take on difficult and varied jobs in order to realize her life plan. What sacrifices might be necessary for you to obtain the type of life you’re designing?
Campus Technology Workshop 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 website
- Using Banner XE and the student portal
- Using Canvas
- Peer-to-Peer File-sharing 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:

2. **Presentation (10-15 minutes):** A classroom presentation led by a Librarian or Library Peer Mentor will introduce students to the Merrill-Cazier Library.

3. **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/
Communication and Conflict Resolution Workshop 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?
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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.

Additional In-Class Activities

Testing Center Tour and Practice Test
A fantastic option to spend some of your supplemental time is to take your class to the USU Testing Center to get them familiar with the testing process and Proctorio software. Every student will eventually use the testing center, and more and more online instructors are using the Proctorio software to allow students to take a test from anywhere. This tour will help your students become familiar with the in-person and online testing options. Your students will have a fun sample quiz while they are at the center.

The tour can be done in 30-45 minutes, depending on your needs. To schedule, contact the Testing Center Manager Chris Dayley at chris.dayley@usu.edu or 435-797-9323.

Community Engaged Learning and Community Engaged Scholars
Staff from CCESL is prepared to present about programs to incoming students in your class. Contact Kate Stephens at 435-797-8135 to arrange that.
Supplemental Workshops (you may select up to three supplemental workshops)

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 three supplemental workshops. Supplemental workshops can be scheduled through the Schedule Builder.

Supplemental Workshop Descriptions

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**
Since the museum is closed for remodeling until September 15th, this workshop will take place outdoors. Connections students will have the chance to tour some of the 35 sculptures on campus with a Museum staff member and relate them to student life. Additionally, we will explore the variety of resources and art experiences USU and the Museum have to offer.

**Community Engaged Learning (CEL) 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 CEL 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 CEL project as a class. When doing so, it is important that students can articulate the value of the project through class discussion or a brief reflection paper.

**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 Community Engaged Learning?**
*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 community engaged learning,* rather, it 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 Community Engaged 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 my students log their hours?**
Encourage your students to log their service hours through AggieSync. This program allows students to find service opportunities, and to log their service hours for classes or other purposes. [https://cel.usu.edu/students/Logging%20Hours_%20AggieSync%20instructions.pdf](https://cel.usu.edu/students/Logging%20Hours_%20AggieSync%20instructions.pdf)

**How do I find a project to incorporate into my course?**
Instructors can find projects through AggieSync, a new program where instructors can search projects that have been identified by the community. [https://orgsync.com/home/939](https://orgsync.com/home/939)

**What other resources do I have?**
The Center for Community Engagement has a limited number of hand tools, gloves, etc. that can be reserved on a first come-first served basis. In addition, the center has a resource library, a community partner database and a mini grant program.

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

Budget

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

- $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.) Please return unused coupons to Peggy.

Options for Purchase

1. Departmental Pcard: Use a Pcard in your home department that you have access to -
   - Do your shopping or
   - Order your food - advance notice is often appreciated
   - Inform Cashier this is 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, sign it.
   - Write Index # and account code on top of receipt (A01724 714500)
   - Follow your departmental procedure for processing a receipt, and M&E Form(s) also
   - Add it to your tracking sheet, and scan into “Connections Receipts” BOX folder.

2. Check-Out a P-Card from the Connections office – Contact Peggy 797-1712
   - You must complete USU P-Card 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 the card (Tax ID# in on card).
   - Obtain your copy of the itemized receipt, sign it.
   - Write Index # and account code on top of receipt (A01724 714500)
   - 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 the “Connections Receipts” BOX folder.
   - You will need to enter this expense onto your tracking sheet.

Tracking your Budget

Box – There will be two box folders: one for each instructor and a general receipt folder.

- Box Folder (1 – Instructor Folder) – Connections: Last Name, First Initial. (e.g. Connections: Kesler, H). It will contain:
  - Tracking Sheet – will assist you in tracking your budget.
  - M&E Form

(feel free to upload other Connections material here)
Tracking your Budget (continued . . .)

- Box Folder (2 - Receipt Folder) – Connections Receipts (shared by all instructors). It is for:
  - All receipts need to be saved here (.pdf preferred)
  - Photo of a receipt with your cell phone is possible (this will be a .jpeg file)

(Please, ensure receipts have name and index# on them before scanning them in)

Budget Sharing

If you are sharing budgets, and or joining another class for your meal, each instructor needs to note it on their tracking sheet. Please list your share of the receipt on your tracking sheet and note the total amount of receipt in the description section. Each instructor is responsible for his or her own budget.

Only one of you needs to scan the receipt in the “Connection Receipts” BOX folder. If you are not scanning it in, make sure you know who is going to scan it in.

Contact Information

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

Reminders and Tips

- Do not purchase gift cards using your Connections budget.
- Please do not use your personal credit/debit cards or cash.
- Tipping is appropriate – never more than 18%.
- Tax exempt – make sure no tax was charged.
- Are all of your receipts scanned into “Connections Receipt” BOX folder?
- Are all of your expenses listed on your tracking sheet?
- Please stay within your budget.
- If a student is unable to come to an event where you provide a meal, please do not purchase a gift card or compensatory food for the student (purchasing of gift cards is not allowed).
Appendix

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). Note: supplemental workshops can’t be scheduled through scheduler. Contact the workshop presenter if you are interested in having a supplemental workshop during a follow-up.

- 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 Discussion (on Canvas)
  - College Writing Discussion
  - Resilience and Overcoming Challenges
  - Cultivating Habits of Mind
  - Designing Your Education
  - Student Resources
  - Connecting to Campus
  - Building a Learning Community
  - Upstanding Bystander Intervention
  - Time Management
  - Designing Your Life Workshop
  - Communication & Conflict Management Workshop
  - Library Workshop
  - Technology Workshop

- 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 supplemental workshops that aren’t directly related to the 11 required curriculum topics and the four required workshops.

- 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 at the bottom of the Schedule Builder, 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.
  - Click on “pages” in the left menu.
  - Click on “Meet the Instructor” in the upper-right corner.
  - Click on “Edit this Page” and then “Save Changes” when done.

- Assign due dates for your assignments.
  - Click on “Assignments” in the left menu.
  - Click on each assignment that needs a due date.
  - When the assignment is open, click on “Edit Assignment” in the upper-right corner.
  - Add a due date and click “Update Assignment.”
  - 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).
  - Click on the “Syllabus” link in the left menu.
  - Click on “Edit Syllabus Description” in the upper-right corner.
  - Change the late work policy and save your changes.

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

- Make any other updates to your syllabus.
  - Add any additional assignments, policies, etc.
  - 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.
  - Click on “Assignments” in the left menu.
  - 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.

- Update the course home page if needed.
  - Click on “pages” in the left menu.
  - Click on “Front Page” in the upper-right corner.
  - 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 15-October 10.)

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 Checklist

- 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 prior to the end of the semester and again over the summer (via Skype or facetime if you or your mentor are out of the state).
- 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 Checklist

- Read Boys in the Boat (Daniel James Brown).
- 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 Schedule Builder, 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.
- Friday evening we will have the luminary, beginning at the Spectrum and ending on the quad.
Pre-Connections Checklist

- Attend the optional brown bag discussions: May 16, 23, 30 and July 18, 25 and August 1.
- Attend the final required instructor training on August 14 from 12:30-2:30 p.m. in TSC Ballroom.
- Publish your Canvas section and schedule by August 10.
- Email your students to introduce yourself and the Connections course by August 15.
- 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 Checklist

- 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 Checklist

- 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.
- 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.
Team Building and Other Teaching Ideas

Students love 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 include:

- 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
- USU Ropes Course (contact Peggy for more information)

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
Connections Mentor Contract & Code of Ethics

Connections Mentor | USU 1010 University Connections

The University Connections course is a key part of the USU retention plan. Connections mentors are expected to attend and participate in the entirety of the course. Their main objective during this time is to assist the Connections instructor in teaching the course objectives, and to get to know the students on a personal level, so the students feel comfortable coming to them with questions later in the semester.

Time Commitment

Because of the short duration of the Connections course, and the potential impact that a Connections mentor can have on the course, Connections mentors will only be selected from students who are able to completely commit to the following MANDATORY dates:

- Connections Mentor Training
  Tuesday, August 14, 2018: 8:00 a.m.–3:00 p.m.

- Connections Pre-Semester Session
  Wednesday, August 22, 2018: 8:00 a.m.–4:00 p.m.
  Thursday, August 23, 2018: 8:00 a.m.–4:00 p.m.
  Friday, August 24, 2018: 8:00 a.m.–4:00 p.m.; 8:00 p.m.–10:30 p.m.

- Connections Follow-Ups and Office Hours
  Follow-ups are assigned in April, and office hours are chosen in August.

Connections Follow-Ups

Each Connections section holds three 75-minute follow-up sessions during the first six weeks of the semester. Follow-ups are typically held on weeks two, four, and six of the semester. It is extremely important that mentors are able to attend each follow-up. Connections mentors will be matched with instructors whose follow-up sessions they are able to attend, and mentors should treat these three follow-up sessions as unmovable commitments in their calendars.

Fall Office Hour

Each Connections mentor will hold an office hour during weeks one, three, and five of fall semester. The office hour will be held in the Connections office, TSC 105. This office hour can be scheduled at a time convenient for the peer mentor, and it will be determined in August. Since students are less likely to take advantage of the office hour if it moves around each week, mentors are expected to select a time and day of the week and stick to it. Peer mentors are welcome to hold additional office hours after the first six weeks of the semester if needed, and mentors are welcomed and encouraged to use the orientation office for individual meetings with their students as well.

The Connections mentor’s responsibility during this office hour is to do whatever it takes to retain and assist their students. This may involve emailing them individually, meeting with them one-on-one, researching involvement opportunities for students struggling to get involved, planning class activities, etc.

Weekly Emails

Each Connections mentor will send a weekly email to their Connections students each Monday of fall
semester. The mentor will receive a template from the Connections office each Monday, and will personalize the template before forwarding it to their class and instructor. It is recommended that Connections mentors block out time in their schedule each Monday morning to send the email.

**Individual Emails**

Each Connections mentor will compose an individual email to check in with his or her students approximately six weeks into the semester. This can be done during office hours.

**Accountability**

To maintain accountability among Connections mentors, a point system will assess compliance to office hours and weekly emailing. Connections mentors who accumulate 3 points during fall semester will be immediately dismissed from the position and unable to apply as an A-Team member or Connections mentor in subsequent years.

| Sending Weekly Email Tuesday or Wednesday (excluding weeks with a Monday holiday) | 0.5 point |
| Sending Weekly Email Thursday or Friday | 1 point |
| Not Sending Weekly Email | 2 points |
| Moving Office Hour Time During One of the First Six Weeks | 0.5 point |
| Incomplete Reporting of Office Hour (lack of concrete evidence that the entire time was spent serving Connections students) | 1 point |
| Missing Office Hour During the First Six Weeks | 2 points |
| Missing Any Portion of Connections Class or Follow-Ups (except for cases of illness or other extremely extenuating circumstances such as a death in the family) | 3 points |

**Training**

Connections Mentors are required to attend one in-person, new-hire meeting on April 18, 2018 from 5:00-6:00 p.m., April 19, 2018 from 2:00-3:00 p.m., or April 20, 2018 from 8:00-9:00 a.m., as well as complete an online training course prior to August 14, 2018. This Canvas course will be published mid-June, and mentors will receive an email when it is available. This course teaches important university policies and resources that will help mentors be effective in their jobs. Mentors’ official first day of work is the August 14 training session, and mentors will be instructed on how to submit hours at that time.

Connections mentors are paid an hourly wage of $9.00. It is the responsibility of the Connections mentor to ensure that hours worked as a Connections mentor—combined with all other on-campus jobs—do not average more than 29.5 hours per week throughout the year (May 1-April 30), and that hours worked in all university jobs do not exceed 40 hours in any given week (including Connections week). This typically means mentors are not able to work at other on-campus jobs during Connections week.

Connections mentors are required to maintain a 3.0 GPA at all times. This will be verified at the end of spring semester, and those falling below 3.0 will be dismissed.
Peer Mentor Code of Ethics

1. By accepting this position, you have made a commitment to the University. It is expected that you will arrange your schedule as needed to attend each training and class session, and to accomplish the job responsibilities as outlined in the application.

2. Each peer mentor will take quizzes on material covered in the Canvas training. A passing score of 80 percent or higher must be received on each quiz.

3. Each peer mentor is primarily responsible to all members of Student Orientation and Transition Services professional, student, and clerical staff, as well as to all professional and clerical staff of the University.

4. A peer mentor is a representative of USU and the administration. You must not encourage participation in questionable activities during Connections, training sessions, or any other university event. In order to provide quality performance while on duty, the orientation staff members must not drink alcoholic beverages or use any non-medicinal controlled substances during the 24 hours prior to or during Connections sessions.

5. Peer mentors must not promote the use of alcoholic beverages or illegal drugs directly or indirectly. When chaperoning/facilitating orientation activities, any discovery of alcoholic beverages or illegal drug use should be reported to campus police.

6. The peer mentor must remain in his or her area of responsibility. Please do not leave for any reason (e.g. library, class, parties, study, etc.).

7. Absence from training sessions or class can only be excused by the program coordinator, and will only be excused in extremely extenuating circumstances after consultation with the instructor. Mentors cannot directly ask their instructor to be excused from any part of the Connections class, as the mentor has already committed to attend.

8. As representatives of the university, peer mentors should be careful about their reactions to what new students or parent say. Do not use extreme words or phrases, and do not complain about faculty members, staff, or any university policy. Refer students or notify appropriate staff to follow up if needed.

9. When a student asks you which clubs to join, promote all organizations with words such as: your interests, your choice, everyone is different, many great opportunities. Remember, while you can wear USU gear, don’t wear organizational paraphernalia as it unfairly promotes specific organizations.

10. Peer mentors should make the appropriate referrals. The students should see his or her advisor for academic advising. Do not recommend specific instructors; let the new students make educated decisions. You may give your opinion based on your experience. Only describe a professor’s lecture and test style.

11. Respect the confidentiality of student records and other records in this position as outlined in the FERPA training. Inappropriate and unauthorized disclosure of student records or data is grounds for immediate dismissal.

12. Do not make inappropriate social and/or sexual advances toward new students. Be acutely aware of how your actions are perceived by others, and establish appropriate boundaries. Do not sexually harass new students, staff, or faculty members. If a peer mentor is made aware of any sexual misconduct, they must report it immediately using the red “file a report” button in the top right corner of https://www.usu.edu/sexual-assault/.

13. Offensive language, jokes, behavior, or activity will not be tolerated at any function. Such activity has potentially degrading and divisive effects, and is not acceptable in the context of the relationships among peer mentors, or between peer mentors and students, faculty, and staff.

14. Peer mentors found guilty of infractions will, on the first infraction, have a consultation with the Program Administrator. On the second infraction, the mentor is subject to dismissal.

15. Peer mentors must follow through on their assigned responsibilities, be punctual, present, and alert at all required Connections sessions.

16. Peer mentors may only use electronic devices only for job-related responsibilities during their time on the clock. This is mainly done on the honor of the peer mentor since it is impossible to monitor cell phone usage.

By signing below, I acknowledge that I understand and will abide by the above ethical code of conduct.

______________________________
Signature

______________________________
Date
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