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Connections Manual Overview

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

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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. In referencing assignments, workshops, and activities back to the big questions, we focus on the “whys” and “hows” of a university education. The 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 affect 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?
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Planning Your Class

You will be given a course schedule that includes your pre-scheduled workshops and meetings. Instruction time (white) is yours to design. The methods you choose to teach the required curriculum topics are completely up to you. Additionally, you can spend 5 hours of your instruction time teaching or doing whatever you feel will benefit your students, as long as the time is tied back to course objectives. For a sample schedule, see page 2.

COURSE-PLANNING RESOURCES

INSTRUCTOR RESOURCE AND SCHEDULING WEBSITES
There are two websites that are essential to instructors as they plan their course. The first is the instructor resource page, which lists each curriculum topic and associated links, resources, ideas, and teaching methods. The second is the instructor scheduling page, which is where scheduling calendars and logistical information can be found. For example, instructors can reserve canoes, schedule supplemental workshops, and find a list of local vendors with open purchase orders at the scheduling page.

Both websites can be found by going to www.usu.edu/connections/instructors.

BROWN BAG DISCUSSIONS
You may choose to attend optional brown-bag discussions for new and returning instructors to share ideas and ask questions of veteran instructors. Brown bags are held in April and repeated in August:

- Wednesday April 16, 11:30-1:00, TSC Center Colony Room, Ideas for teaching the intentional learner concept and academic strategies, general Q&A
- Wednesday April 23, 11:30-1:00, TSC Center Colony Room, Ideas for incorporating the literature selection into class and ideas for using the peer mentor, general Q&A
- August 11, 11:30-1:00, Ideas for teaching the intentional learner concept and academic strategies, general Q&A
- August 12, 2:30-4:00, Ideas for incorporating the literature selection into class and ideas for using the peer mentor, general Q&A

CANVAS TRAINING FOR CONNECTIONS INSTRUCTORS
Your Canvas section will be pre-populated with the standard Connections curriculum. You will be given a checklist of things you need to do to customize your Canvas section. If you would like Canvas training to
show you how to do the things on that checklist, there are two specific trainings offered for Connections instructors through the CIDI office:

- April 24, 2014, 4:00-5:00 in LIB 204
- August 11, 2014, 4:00-5:00 in LIB 204

You can also schedule an individual appointment with CIDI if you would like assistance. To sign up for a workshop, go to http://cidi.usu.edu/services/workshop.cfm.

VIDEOS
The Connections curriculum relies on several instructional videos that have been designed to supplement the assignments and facilitate class discussion. Some of these videos are finished, and others are being filmed and edited in early May. All videos will be listed with their associated curriculum topic at http://www.usu.edu/connections/instructors/resources.cfm, and will be embedded at www.usu.edu/connections/videos for easy in-class viewing.

CONNECTIONS PEER MENTOR
Peer mentors are undergraduate orientation leaders hired for the purpose of easing the transition to college for incoming students. The position is intended to provide academic focus and support for freshmen throughout the crucial first year, beginning with SOAR and Connections, and following through with regular electronic correspondence and mentor office hours during fall semester.

Most peer mentors are members of the orientation staff called the A-Team, others are honors fellows or departmental students who have worked closely with an instructor. All peer mentors sign a similar work contract and are trained to mentor the incoming freshmen.

Peer mentor assignments will be made by early May. Mentors will make contact with their instructors shortly after receiving their assignments. They will then meet (or email) to discuss their involvement in the Connections course. Peer mentors will be prepared with possible ideas and suggestions, and can be a great resource when planning the course. The instructor can choose the degree to which they are involved in the class. Here are a few of the possibilities:

- Prepare and present a lesson, discussion, or activity on a topic such as college finances, roommates, academic integrity, campus resources, student involvement, history and folklore of USU, etc.
- Lead icebreaker, teamwork, or leadership activities.
- Accompany you and your class on hikes, canoeing trips, excursions to First Dam, etc.
- Organize a panel of current students to answer questions and share experiences.
- Lead Q&A sessions at the end of class periods.
- Give a tour of campus or the TSC.
- Assist with discussions on the literature selection. Peer mentors read the book before SOAR dates in the summer.
• Help photograph class activities and/or create a Facebook group for the class.
• Prepare and facilitate a “Student Resource” game. Quiz bowl buzzers are available on a first-come, first-served basis by reservation in the Connections office.
• Prepare and facilitate role play scenarios.
• Answer questions (as appropriate) regarding class assignments, meeting times, etc. Peer mentors report getting many questions about class meeting times and locations, as well as assignments.

STUDENT HANDBOOK/PLANNER
Each incoming student is given a Student Handbook/Planner at SOAR. The handbook portion of 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

Students are told to take their handbook/planner to class, so feel free to reference it throughout your course. You will be given a Student Handbook/Planner when it is printed in late May.

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

COURSE-PLANNING LOGISTICS

INTEGRATING THE ASSIGNMENTS
Student evaluations indicate that if instructors don’t incorporate the assignments into their curriculum and explain them fully during class, the students don’t understand the reasoning behind the assignments and tend to resent having to do them. Instructors who emphasize the importance of the skills covered in the assignments (time management, study skills, knowledge of campus resources, etc.) have a much better response and less confusion from their students.

LUNCH
Lunch is scheduled for all Connections sections from 12:00-1:00 p.m. You should plan on using some of your class budget to provide lunch for class on one day. Several area vendors have created a charge
account for Connections instructors, allowing you to charge your purchase directly to the Connections program. An updated list of these vendors, along with their prices and promotions, can be found on the Connections instructor scheduling website in July.

**Lunch Shifting**

In order to curb the lines at the dining halls during the lunch hour, Dining Services has offered a deal for instructors who shift their lunch on one day during Connections week to either 11:00-12:00 or 1:00-2:00. In exchange for shifting lunch an hour earlier or later for the day, they will deliver free cookies or pastries to your class either in the morning or afternoon to hold your students over. If you are interested in participating, you can find a lunch-shifting schedule on the Connections instructor scheduling website.

**EVENING ACTIVITIES**

Instructors are not required to attend evening activities. You are more than welcome to attend, however, and many instructors go to the comedian/magician on Thursday night or participate in the Taste of Logan activity on Friday night.

**OCTOBER AND NOVEMBER FOLLOW-UPS**

**October Follow-Up**

In order to check in with students and see how they are doing, we have added two follow-ups after the Connections course has wrapped up and has been graded. The first follow-up is led by you, and scheduled sometime during the week of October 6. This timing is intentional as it is just a couple of weeks before the drop/pass/fail deadline.

The purpose of this follow-up is to check in with students, discuss the semester, and refer students to their academic advisor or appropriate resources if they are struggling. The follow-up is optional for students to attend, but you will be provided with additional budget to provide pizza as an incentive to come. The best strategy is to add this follow-up to your syllabus, and treat it as a regular class meeting even though it is optional. Instructors who didn’t say it was optional, and who asked for an RSVP had the best luck getting students to come.

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

**November Follow-Up**

The final follow-up is held in the Eccles Science Learning Center during Common Hour from 11:30-12:30 on November 5, the week prior to priority registration for spring semester. You are encouraged to attend this follow-up if you are able. Students will receive a mid-semester pep talk, and then peer mentors will remind students about the registration process and key policies that were covered at SOAR that they may have forgotten. Please include this date on your syllabus and encourage your students to attend.
GRADING SCALE
Connections is a graded course worth two credits. The grading scale that is used by all of the classes is as follows

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<th>Points</th>
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<td>Common Literature Experience</td>
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<tr>
<td>College Writing Expectations</td>
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<tr>
<td>Overcoming Challenges</td>
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<td>Academic Strategies</td>
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<td>Academic and Career Planning</td>
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<td>Student Resources</td>
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<td>Connecting to Campus</td>
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<td>Time Management</td>
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<td>Course Evaluation</td>
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<td>Attendance and Participation</td>
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<td>(determined by instructor)</td>
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<td><strong>Total Points</strong></td>
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<td>63-65.9</td>
<td>315-329</td>
<td>D</td>
<td></td>
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<tr>
<td>0-63</td>
<td>0-314</td>
<td>F</td>
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</tbody>
</table>

ASSIGNING PARTICIPATION POINTS
Students earn 125 points for attendance and participation. These points allow instructors to include additional in-class or out-of-class point-carrying assignments and activities that meet the course objectives.

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

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

SUGGESTED ASSIGNMENT DUE DATES
The following are suggested due dates for the Connections assignments. You can change these due dates to match your follow-up dates and individual course needs.

Purpose of a College Education ............................................................................................... September 25
Common Literature Experience ............................................................................................. August 20*
College Writing Expectations ............................................................................................... August 22
Overcoming Challenges ......................................................................................................... August 23
Academic Strategies ............................................................................................................... August 26
Academic and Career Planning ............................................................................................. August 21
Student Resources ................................................................................................................ August 21
Connecting to Campus ......................................................................................................... September 2
Time Management ................................................................................................................ September 2
Course Evaluation .................................................................................................................. October 1**
*All students are told to submit their literature assignment in Canvas by August 20.
**All students must complete the course evaluation by October 1.

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.

Student must have instructor’s signature to add Connections .............................................. August 22
Last day to receive refund (tuition and class fee) ................................................................. August 26
Last day to drop ..................................................................................................................... September 4

FINALIZING THE SYLLABUS AND DUE DATES
The overall Connections syllabus has been programmed into Canvas. You will need to assign your own assignment due dates, add any additional assignments and activities you are going to require, and determine how your participation points will be awarded.
USU 1010 Connections Course Syllabus

COURSE DATES
- Pre-semester session: August 20-23
- Follow-up sessions: First two or three weeks of fall semester (graded attendance)
- Coursework completed by: October 1
- Follow-up session held the week of October 6, scheduled by instructor
- Follow-up session held Wednesday, November 5, 11:30am-12:30pm in ESLC 130

REQUIRED TEXTS
- Frankenstein 1818 edition by Mary Shelley
- USU General Catalog (online at http://catalog.usu.edu)
- USU Student Handbook and Planner (given at SOAR)
- Becoming a Learner by Dr. Matthew Sanders (given at SOAR)

COURSE FEE
$50.00 (paid as part of course registration) - Fee provides students with a t-shirt, USU handbook, convocation speakers, class and evening activities, refreshments, and supplies.

CONNECTIONS OBJECTIVES
Throughout the Connections course, you should think about the reason you are engaging in the college experience. The objective of Connections is that at the end of the course you can comfortably answer all three of the big questions below, and that you better understand the university and your place within it. Each activity, assignment, workshop, and discussion at Connections is designed to help answer one of the three big 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 60 different Connections sections, there are a variety of teaching styles and personalities among the faculty, which is true of the university at large. The curriculum allows for a degree of instructor creativity, making each section unique.

All Connections sections include the following assignments, workshops, and discussions:

Purpose of a College Education
Assignment: In the Purpose of a College Education paper, you will write a short paper (2-3 pages) explaining your own understanding of the “why” or purpose of college education. As part of this paper, you will articulate and explain three reasons why you are enrolled in higher education classes with at least two reasons not primarily focusing on job skills and professional training. You will also explain the three major components of a university degree (general education, depth education, major courses) and describe the importance and interconnection of all three. (1A,B,C; 2A)

Common Literature Experience
Assignment: You will prepare an assignment focused around the book Frankenstein before arriving on campus. This will give you a sampling of academic writing expectations and help you build a learning community around the common literature selection.

Workshop: The Literature Convocation allows students the opportunity to share, discuss, and analyze the themes of the book with classmates. (3B,C)

College Writing Expectations
Assignment: The College Writing Expectations assignment requires you to watch some writing tutorials and participate in online discussions related to the expectations of college-level writing. (2B,C)

Overcoming Challenges
Assignment: In Connections, students are exposed to the “whys” and “hows” of college education. In the Overcoming Challenges assignment, you will explain the key “hows” of successfully completing your educational goals. Specifically, you will identify potential challenges you expect to face, along with the resources that are available and an immediate action plan to overcome each challenge. (2A,B,C; 3B)

Academic Strategies
Assignment: The Academic Strategies assignment is meant to give you a broad range of study tools to supplement skills you already have. (2A,B,C; 3B)
Academic and Career Planning
Assignment: The Academic and Career Planning Assignment introduces you to the degree finder website, the General Catalog, and Degree Works program, which is used to chart your course toward your degree. (2A,C; 1B,C)

Student Resources
Assignment: In the Student Resources Assignment, you will navigate the Student Handbook, student service websites, and the online General Catalog to find answers to questions related to policies, procedures, and student resources. This gives you the framework needed to answer questions and solve issues. (2A,B,C; 3B)

Campus Technology
Workshop: In the Campus Technology Workshop, you 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. (2B,C)

Using the Library
Workshop: In the Library Workshop, you are introduced to the USU Library basics such as the BARN, building policies, resources, and resource librarians. (2B,C; 3B)

Connecting to Campus
Assignment: The Connecting to Campus assignment requires you to attend the Day on the Quad, an Aggie Passport event, and write a brief response identifying at least three clubs or organizations you are interested in joining. (3A,B)

Building a Learning Community
Discussion and Exercise: Students sometimes encounter obstacles that prevent them from fully engaging in a learning community. Classes discuss some of these obstacles and identify ways to overcome these challenges. (1A; 2A; 3B)

Workshop: The Faculty Panel allows you to meet and hear faculty talk about first-year students’ opportunities for academic success. Three faculty members from various disciplines will answer student questions and give tips for succeeding in your first year at USU. (3B,C)

Bystander Intervention
Discussion: You will learn the basic principles of bystander intervention, and learn how you can contribute to a safe learning environment for yourself and others by exhibiting pro-social behavior. (1A; 2C; 3B)

Time Management
Assignment: The Time Management Assignment lets you estimate your out-of-class study time, design an ideal schedule based on that estimate, and then practice following it for a couple of days. You will also plot your semester assignments and due dates on a calendar. (2A,B,C)
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. (1A; 2A)

CLASSROOM CIVILITY
Regardless of intent, careless or ignorant remarks can be very offensive and detrimental to others. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, immediately contact: James Morales, Vice President of Student Services, (435) 797-1712, james.morales@usu.edu. Learn your student rights by visiting: http://www.usu.edu/studentservices/studentcode. (1A; 2A; 3B)

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. (2C; 3B)

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

PARTICIPATION
Frequently students will ask: “Do I have 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. (1A; 2A; 3B)
LATE WORK POLICY
Missed class activities and assignments may only be made up in extremely extenuating circumstances at the discretion of the instructor. Late assignments are only accepted under unusual circumstances and are reduced for each day late. (1A; 2A)

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>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Points</td>
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</tr>
<tr>
<td>Purpose of a College Education</td>
<td>75</td>
<td>93-100</td>
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<tr>
<td>Common Literature Experience</td>
<td>25</td>
<td>90-92.9</td>
</tr>
<tr>
<td>College Writing Expectations</td>
<td>25</td>
<td>86-89.9</td>
</tr>
<tr>
<td>Overcoming Challenges</td>
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<tr>
<td>Academic Strategies</td>
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<td>80-82.9</td>
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<tr>
<td>Academic and Career Planning</td>
<td>25</td>
<td>76-79.9</td>
</tr>
<tr>
<td>Student Resources</td>
<td>25</td>
<td>73-75.9</td>
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<tr>
<td>Connecting to Campus</td>
<td>25</td>
<td>70-72.9</td>
</tr>
<tr>
<td>Time Management</td>
<td>50</td>
<td>66-69.9</td>
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<tr>
<td>Course Evaluation</td>
<td>25</td>
<td>63-65.9</td>
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<tr>
<td>Attendance and Participation</td>
<td>125</td>
<td>0-63</td>
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<td>(determined by instructor)</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
<td><strong>Points</strong></td>
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<tr>
<td><strong>Percent</strong></td>
<td><strong>465-500</strong></td>
<td><strong>Grade</strong></td>
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<tr>
<td><strong>93-100</strong></td>
<td><strong>A</strong></td>
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<tr>
<td><strong>90-92.9</strong></td>
<td><strong>A-</strong></td>
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<td><strong>86-89.9</strong></td>
<td><strong>B+</strong></td>
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</tr>
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<td><strong>83-85.9</strong></td>
<td><strong>B</strong></td>
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</tr>
<tr>
<td><strong>80-82.9</strong></td>
<td><strong>B-</strong></td>
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<td><strong>76-79.9</strong></td>
<td><strong>C+</strong></td>
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<td><strong>73-75.9</strong></td>
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<td><strong>70-72.9</strong></td>
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<tr>
<td><strong>66-69.9</strong></td>
<td><strong>D+</strong></td>
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<td><strong>63-65.9</strong></td>
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<td><strong>0-63</strong></td>
<td><strong>F</strong></td>
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The Connections Course Evaluation is listed as a course assignment worth 25 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 gradebook.

**ASSESSMENT QUESTIONS**

As a result of attending Connections, please indicate your agreement with the following statements:

- I have learned how to become a fully engaged member of the university community.
- I have learned that there are opportunities for me to have fun and to become more invested in the university community.
- I know what a learning community is, and I can build one.
- I have learned the benefits of our common literature experience.
- I understand why I am enrolled in higher education courses.
- I have learned what an educated person is, and how an educated person contributes to his or her community.
- I have learned the role general education plays in my education.
- I have learned the role the major plays in my education.
- I have learned how best to engage myself in the process of becoming an educated person.
- I have learned the roles and behaviors of an intentional student.
- I have learned what skills I need to develop in order to succeed at my university experience.
- I have learned what resources are available to help me succeed in my university experience.

Please answer the following questions:

- The Connections course helped ease my transition to USU.
- What I learned in Connections influenced the way I will select general education courses.
- The Connections course helped me consider the reasons I am seeking a university degree.
- The literature assignment for *Frankenstein* helped me connect with a learning community.
- In the Connections course, I received information that allowed me to know what is expected of me in my academic work.
- Because of Connections I am more likely to introduce myself to my professors.
- I would encourage friends not to attend Connections.
- Because of Connections, I better understand the importance of attending campus events.
- I am satisfied with my Connections experience.
- The course helped me learn how to manage my time more effectively.
- The technology workshop provided useful information.
- The peer mentor assistance was important to the course.
- I would recommend the Connections course to other students.
Because of the library workshop, I am more likely to ask the library staff for assistance.
The Connections Canvas website was easy to navigate.
The “Welcome to USU Fair” during check-in provided useful information.
I learned how to use the Connections Canvas site during the technology workshop.
The Connections Canvas website was easy to navigate.
The “Welcome to USU Fair” during check-in provided useful information that helped me feel more connected to USU and the local community.

Connections was helpful for:

- Making friends with other new students.
- Learning how to find answers to questions and go about solving problems or issues.
- Navigating the physical layout of the campus.
- Getting settled before school started.
- Learning about the importance of selecting a major that fits my interests.
- Learning about opportunities to be involved on campus.
- Understanding what there is to do in Logan.
- Meeting faculty and staff.
- Obtaining valuable academic skills and techniques.
- Learning what I need to do to be an intentional learner.

What was the primary reason you enrolled in the Connections course?

- To make friends with other new students
- To learn University policies
- To learn the physical layout of the campus
- To learn about campus resources
- To learn college-level study strategies
- To earn two academic credits
- To learn more about a possible major
- To learn about opportunities to be involved on campus
- To form a learning community with classmates and an instructor
- To meet and interact with University faculty and staff
- To develop a clearer understanding of how to be an intentional learner
- Friends were enrolling
- Heard that it was a course that was informative and fun
- Other

My Connections instructor:

- Explained the Connections course objectives.
- Made it clear how each topic and activity matched the course objectives.
• Communicated the importance of the Connections course subject matter.
• Explained course material and assignments clearly and concisely.
• Displayed a personal interest in me and my academic success.
• Asked students to help each other understand ideas or concepts.
• Encouraged student-faculty interaction outside of class, (email, phone calls, office visits).
• Responded to emails or phone calls and was available during office hours.

Please answer the following questions:

1. What aspects of the teaching or content of this course do you feel were especially good?
2. What changes could be made to improve the teaching or the content of this course?
3. How effective was your Connections instructor in helping you to transition to Utah State University? Please explain.
# Required Curriculum Topics

<table>
<thead>
<tr>
<th>REQUIRED CURRICULUM</th>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td>Purpose of a College Education</td>
<td>X X X X</td>
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<tr>
<td>Common Literature Experience</td>
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<tr>
<td>College Writing Expectations</td>
<td>X X X X</td>
</tr>
<tr>
<td>Overcoming Challenges</td>
<td>X X X X</td>
</tr>
<tr>
<td>Academic Strategies</td>
<td>X X X X</td>
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<tr>
<td>Academic and Career Planning</td>
<td>X X X X</td>
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<tr>
<td>Student Resources</td>
<td>X X X X</td>
</tr>
<tr>
<td>Campus Technology</td>
<td>X X X X</td>
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<tr>
<td>Using the Library</td>
<td>X X</td>
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<tr>
<td>Connecting to Campus</td>
<td>X X</td>
</tr>
<tr>
<td>Building a Learning Community</td>
<td>X X</td>
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<tr>
<td>Bystander Intervention</td>
<td>X X</td>
</tr>
<tr>
<td>Time Management</td>
<td>X X</td>
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## SUPPLEMENTAL CURRICULUM (5 hrs)

### LESSON PLANS FOR INSTRUCTORS

This section contains lesson plans for each of the 13 required curriculum topics. Each topic will be covered through a combination of the following:

- Video
- In-class discussion
- Workshop
- Assignment or Quiz

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

**Objective:** Students will be exposed to the purpose and benefits of a college education as well as introduced to the structure of their USU education. Students will explain the “why” of a college education and define and explain the parts of a university degree.

**Description:** This lesson contains three parts.

1. **Understanding the “Why” of a College Education Discussion:** Instructor will lead class through a discussion of the *Becoming a Learner* text along with other purposes and benefits of a college degree. Special attention will be paid to non-vocational benefits and the idea that a “degree is not a destiny.”
2. **USU Parts of a Degree Video:** Students will watch a brief video outlining and explaining the three parts of a USU degree (general education, depth education, major courses).
3. **Purpose of a College Education Assignment:** Students will be directed to Canvas for the assignment prompt and will submit their papers to Canvas.

**Instructional Time:** 30-60 minutes

**Required Assignment:** YES

**Points:** 75


1. **The “Why” of a College Education Discussion**
   a) Resources for instruction
      i) *Becoming a Learner*
      ii) Connections videos found at www.usu.edu/connections/videos
      iii) USU Citizen Scholar objectives and other information about the value of a well-rounded education found at the instructor resource website: http://www.usu.edu/connections/instructors/resources.cfm
   b) Possible Method of Instruction
      i) As a class, discuss the purpose of a college education, with the instructor using some of the resources listed above as discussion prompts.

2. **USU Parts of a Degree Strategies Video and Discussion**
   a) Materials
      i) Video featuring Norm Jones explaining university degree requirements
      ii) Information on degree requirements and Citizen Scholar objectives found in the USU General Catalog, http://catalog.usu.edu
      iii) General Education flowchart found in Student Handbook/Planner
   b) Possible Method of Instruction
i) Instructor could direct students to watch the video and peruse the other resources on their own prior to writing their paper.

ii) Class could watch the video together and then discuss the video along with information from the other resources.

3) Purpose of a College Education Assignment
a) Direct students to Canvas for assignment information. Students will be asked to write a paper in response to this two-part prompt:
   i) Why are you here? Explain your own understanding of the “why” or purpose of a college education. Include at least three reasons why you are enrolled in higher education classes, with at least two reasons going beyond the concept of obtaining professional training or job skills.

   ii) 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? That is, what are the benefits of all three, and how do they interrelate? USU’s Citizen Scholar objectives in the General Catalog, found at http://catalog.usu.edu, is a good resource for completion of this assignment.
Lesson Plan for Common Literature Experience

Objective: Students will be exposed to a work of literature and will explore the connection between the book and their own education. The exercise will give students a common experience that will help connect them with their peers. In addition, students will be oriented to college-level expectations with respect to reading comprehension, critical thinking, and writing.

Description: This lesson contains two parts.

1. Common Literature Reading: Students will read, over the summer, the assigned common literature text.
2. Common Literature Assignment: Students will review an online Canvas unit and watch brief videos as they read the book and complete their Common Literature Assignment during the summer.

Instructional Time: 30 minutes
Required Assignment: YES
Points: 25


1) Common Literature Reading
   a) Resources for instruction
      i) Read the Common Literature selection over the summer.
      ii) Online support materials and videos at the USU Connections instructor resource page, http://www.usu.edu/connections/instructors/resources.cfm.

2) Common Literature Assignment (CLA):
   a) Possible Method of Instruction
      i) You might contact your students to remind them and encourage them in their reading and writing over the summer.
      ii) You might direct your class in further discussion of the book when they arrive in your class. Was the story different than they had first imagined? Had they based their first impressions of the story off of the movies and popular culture references? If they read the book in high school, it was likely the 1831 edition. Did they notice the differences in the 1818 edition?
Lesson Plan for College Writing Expectations

Objective: Students will understand the necessity of college writing skills, will identify ways to improve upon their individual skills.

Description: This lesson contains two parts.

1. College Writing Expectations Discussion: Instructors will use the common literature assignment to impress upon their students the importance of having good writing skills throughout college, and to reinforce college writing and reading comprehension expectations.
2. College Writing Expectations Assignment: Students will watch videos in Canvas that discuss college writing skills, and will discuss college writing expectations using the discussion feature in Canvas. They will identify possible challenges they face, will articulate which resources are available, and will discuss their action plan to overcome the challenges associated with writing at a college level.

Instructional Time: 30 minutes

Required Assignment: YES

Points: 25


1) Writing Expectations Discussion
   a) Materials
      i) Writing videos found in Canvas as part of the assignment
      ii) Purdue University’s widely regarded online writing lab resources, https://owl.english.purdue.edu
   b) Possible methods of instruction
      i) Instructor will lead a class discussion on college writing expectations. Instructor may wish to share common mistakes, discuss resources for students, etc.

2) College Writing Expectations Assignment
   a) Direct students to Canvas to complete the College Writing Expectations assignment in Canvas. This assignment is generally graded and monitored by the peer mentor.
Lesson Plan for Overcoming Challenges

Objective: Students will be exposed to the key “hows” of successfully completing 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.

Description: This lesson contains two parts.

1. Overcoming Challenges Discussion: Instructor will guide students through discussion of campus resources and prepare them for the Canvas assignment.
2. Overcoming Challenges Assignment: Students will complete the Overcoming Challenges Assignment in Canvas or will complete a hard copy in class.

Instructional Time: 30-40 minutes
Required Assignment: YES
Points: 25


1) Overcoming Challenges Discussion
   a) Materials
      i) Student Handbook section on student resources
      ii) Division of Student Services department websites
           http://www.usu.edu/studentservices/departments.cfm
      iii) Financial Aid Q&A found at www.borrowwisely.com and list of USU Financial Aid Counselors at http://www.usu.edu/finaid/about (since many may cite financial challenges)
   b) Possible methods of instruction
      i) Think, Pair, Share
         (1) Think – Ask students to take a few minutes to identify and list areas in which they may struggle at USU.
         (2) Pair – Divide the class into pairs and give each pair a chance to discuss problems each have identified and possible solutions.
         (3) Share – As a class discuss the many possible ways that students traditionally struggle. Using the materials in (1.a) use input from the class to identify specific solutions.
            (a) You may choose to use a specific graphic organizer to identify common problems.
               (i) For a list of possible graphic organizers you may wish to consult any number of online resources. For example:

2) Overcoming Challenges Exercise
   a) Direct students to Canvas to complete the Overcoming Challenges exercise or have them complete it in class and turn it in as a hard copy.
Lesson Plan for Academic Strategies

Objective: Students will be exposed to effective study strategies related to textbook reading and note taking, and will practice anticipating quiz questions based on a lecture and text.

Description: This lesson contains two parts.
1. Academic Strategies Discussion: Instructor will discuss the need for effective academic strategies, and will explain our intent to give students additional ideas and resources to complement the skills they already have.
2. Academic Studies Assignment
   a. Academic Strategies Video Lecture: Students will watch a brief video teaching effective strategies for annotating text and taking notes. It will also inform them of available resources found through the Academic Resource Center.
   b. Text Annotation Practice: Students will practice annotating the text Allegory of a Cave by Plato (or another text if the instructor chooses).
   c. Note Taking Practice: Students will listen to a video lecture on the allegory, and practice taking notes.
   d. Allegory Quiz: Students will take a sample quiz on the allegory, with points based on completion and not accuracy.
   e. Academic Strategies Reflection: Students will reflect on how well they predicted the quiz questions, and how they will overcome potential academic challenges in the future.

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

|--------------------------------|-----------------------------------|

1) Academic Strategies Discussion
   a) Resources for instruction
      i) Academic Resource Center idea sheets at [http://www.usu.edu/arc/idea_sheets/](http://www.usu.edu/arc/idea_sheets/), which provide resources for many study strategies including note taking and listening, test preparation, reading, test taking, time management, self-management, and more.
      ii) Peer mentor and instructor experience with their own academic skills.

2) Academic Strategies Assignment
   a) Materials
      i) Academic Strategies Video Lecture found in Canvas or at [www.usu.edu/connections/videos](http://www.usu.edu/connections/videos)
      ii) Samples of annotated allegories found at [www.usu.edu/connections/instructors/resources](http://www.usu.edu/connections/instructors/resources)
      iii) Video lecture about the Allegory of the Cave found in Canvas or at [www.usu.edu/connections/videos](http://www.usu.edu/connections/videos)
iv) Sample quiz on the *Allegory of the Cave* found in Canvas or at
[www.usu.edu/connections/instructors/resources](http://www.usu.edu/connections/instructors/resources)

b) Possible instruction methods
   i) Since this assignment involves several parts, you can arrange to do any or all of them as a class. You can watch videos and discuss as a class, or have students watch them on their own. You can have students take the allegory quiz in Canvas, or hand out hard copies and have them take it in class. As the instructor, you may choose to participate, trying to anticipate the quiz questions yourself.

   ii) Discuss as a class which quiz questions they were able to anticipate, and which caught them by surprise. You can have them do the challenge-resource-action reflection at the end of the assignment, or discuss as a class.
Lesson Plan for Academic & Career Planning

Objective: Students will be exposed to the theories and tools that can help them more effectively and intentionally chart their course of study at USU. They will learn about the importance of selecting a degree that complements their personality, and then delve into the degree finder and degree works websites as tools to help them intentionally choose which classes they select.

Description: This lesson contains 3 parts.
1. Finding Your Passion Video: Students will watch a brief video emphasizing the importance of choosing a degree that suits their personality.
2. Academic and Career Planning Assignment: Students will watch a brief video explaining the use of the degree finder and degree works websites. They will then examine the different degree options available at USU by using the degree finder website at www.usu.edu/degrees. They will use the Degree Works program to begin charting their own academic progress and will plan courses for their next semester.
3. Academic and Career Planning Discussion: Instructors will guide students through a discussion about intentionally choosing courses that will help the student find a suitable degree. They will emphasize the importance of starting now by exploring different degrees through general education courses.

Instructional Time: 30 minutes
Required Assignment: YES
Points: 25

Key to Connections Big Questions

<table>
<thead>
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<tbody>
<tr>
<td>Discussion: BQs 1.C, 2.A, 2.C</td>
<td></td>
</tr>
</tbody>
</table>

1) Finding Your Passion Video
   a) Video can be found in Canvas or at www.usu.edu/connections/videos.
   b) Video can be watched by students on their own prior to the discussion, or as part of class.
2) Academic and Career Planning Assignment
   a) Materials
      i) Video explanation of degree finder and degree works websites found in Canvas or at www.usu.edu/connections/videos.
   b) Possible instruction methods
      i) Direct students to complete the assignment in Canvas on their own either before or after the class discussion.
3) Career and Academic Planning Discussion
   a) Resources for instruction
      i) Degree finder website at www.usu.edu/degrees.
      ii) Personal experience of instructor and peer mentor in finding their fields of study.
Lesson Plan for Student Resources

**Objective:** Students will be oriented to USU campus resources and discuss strategies for using resources as challenges arise.

**Description:** This lesson contains two parts.
1. Campus Resources Discussion: Instructor will guide students through discussion of campus resources and prepare them for the quiz
2. Quiz: Students must either complete the Student Resources Quiz in Canvas, or have a grade assigned by instructor due to an in-class activity.

**Instructional Time:** 30 minutes

**Required Assignment:** YES

**Points:** 25


1) Campus Resources Discussion
   a) Materials
      i) Student Handbook and Planner (Provided to students during SOAR)
      ii) USU Catalog at [http://catalog.usu.edu](http://catalog.usu.edu)
      iii) Jeopardy game found at [www.usu.edu/soar/jeopardy](http://www.usu.edu/soar/jeopardy)
   b) Possible method of instruction
      i) Method 1 – Small Groups: Students are divided into groups and provided questions cut from the attached quiz. Students find resources in student planner, and report answers back to class.
      ii) Method 2 – Class Discussion: As a class discuss ways to find information when problems arise.

2) Quiz
   a) Materials
      i) Complete text of quiz available on the following pages and programmed into Canvas as an auto-graded quiz.
   b) Possible Method of Instruction
      i) Method 1 – Online Quiz: Assign quiz for completion by students using Canvas.
      ii) Method 2 – Group Quiz: Using the student view feature of Canvas, allow the class to research, discuss, and vote for correct answers on the quiz, and assign the group score to all students.
      iii) Method 3 – Jeopardy-Style Game: using the game board found at [www.usu.edu/soar/jeopardy](http://www.usu.edu/soar/jeopardy), allow the class to use their handbooks or the USU catalog (on smart phones or laptops) to compete in the game.
1. The grade of “P” (pass) indicates the student earned at least a “C+” in a course. T F

2. When a class is repeated, the previous grade and the most recent grade are averaged to arrive at the grade for the course. T F

3. Freshman students are allowed to take a class “Pass/Fail.” T F

4. All undergraduate students must take at least one math class (minimum of MATH 1010) to fulfill the General Education requirements. T F

5. University graduation policy requires that undergraduate students complete at least one approved minor. T F

6. STAT 3000 is an approved University Studies Quantitative Intensive course. T F

7. The deadline for dropping a course fall semester 2014 without a “W” being posted is:
   a. August 26
   b. September 2
   c. **September 15**

8. The maximum length of time a student has to make up an “I” grade is:
   a. one semester
   b. within one month of the end of the semester
   c. **12 months**

9. A request to take a course under the P/D+/D/F option for fall semester 2014 must be filed with the __________ no later than __________.
   a. Registrar’s Office; September 12
   b. **Registrar’s Office; October 27**
   c. Admissions Office; October 19

10. The total number of times a student is allowed to take the same class is:
    a. 10
    b. 4
    c. **3**

11. A student must earn a minimum of ______ upper-division credits in order to graduate from USU.
12. To qualify for the Dean’s List (Honor Roll) during fall semester, a student must earn at least a ______ GPA in ______ or more graded credits.
   a. 3.8 GPA in 12 or more graded credits
   b. 3.5 GPA in 15 or more graded credits
   c. 3.5 GPA in 9 or more graded credits

13. A minimum of ______ graded credits presented for graduation must have a grade of “C-" or better.
   a. 120
   b. 100
   c. 60

14. The minimum registration for a full-time undergraduate student is ____________ credit hours.
   a. 15
   b. 14
   c. 12

15. The date of the final exam for a class taught MWF at 10:30 a.m. is (give date and time for fall semester 2014).
   a. Friday, December 12 from 9:30-11:20 a.m.
   b. Wednesday, December 10 from 9:30-11:20 a.m.
   c. Friday, December 12 from 7:30-9:20 a.m.

16. If you intend to interrupt your enrollment at USU for more than one semester, you must file a “Leave of Absence Form” here:
   a. The Office of Admissions
   b. Online at http://www.usu.edu/loa
   c. The Registrar’s Office

17. You want to graduate with the Latin Scholastic Distinction of “Magna Cum Laude”. Your USU cumulative GPA must be:
   a. 3.950 to 4.000
   b. 3.800 to 3.949
   c. 3.500 to 3.799
18. Jason is a business major, and he is taking ECON 1500 this semester. His professor has mentioned several times that doing internships while in school is one of the best ways to get a job after graduation. He remembers hearing something during his Connections class about where to go to get information about internships. What office would be most likely to have this information?

a. Val R. Christensen Service Center http://www.usu.edu/asusu/servicecenter/
b. Financial Aid http://www.usu.edu/finaid
c. Career Services http://www.usu.edu/career/

19. Dr. Freeman teaches MATH 1050 and distributed a schedule to her students that listed the free drop-in math and statistics tutoring available. Chris lost the schedule and wants to find out when tutoring is offered on Thursdays. Where can he find this information?

a. Academic Resource Center http://www.usu.edu/arc/
b. Student Support Services http://www.usu.edu/sss/
c. Counseling and Psychological Services http://www.usu.edu/counseling/

20. Trevor is hearing-impaired and needs to arrange for a note-taker for some of his classes. Where should Trevor go to get information and assistance?

a. Academic Resource Center http://www.usu.edu/arc/
b. Disability Resource Center http://www.usu.edu/drc/
c. Student Health and Wellness Center http://www.usu.edu/health/

21. One week before finals, Kathryn becomes ill with tonsillitis. She doesn’t know how to find a local doctor who will accept her parents’ insurance, so she stays home until she’s feeling better. After missing three days of classes, she is very worried about doing well on her finals. Kathryn has medical care available to her through the USU Student Health and Wellness Center. Go to their website at http://www.usu.edu/health/ and determine which of the following would be correct for Kathryn’s situation:

a. Kathryn could make an appointment to see a doctor for a $10 fee. She would have to pay cash for any lab work and would have to go off-campus to get her antibiotic prescription.
b. Kathryn is a registered student, so she could see a doctor for no additional fee. She could use cash or credit card to pay for lab work, and would have to go off-campus to get her antibiotic prescription.
c. Kathryn is a registered student, so she could make an appointment to see a doctor for no additional cost. She could use cash or credit card to pay for lab work and could get her antibiotic prescription filled at the center for a reduced price.

22. Bruce is having roommate problems and has tried everything he knows to deal with the conflicts. He can’t get out of his off-campus apartment contract until the end of the year. He’s feeling very stressed, and the problems are affecting his schoolwork. Which resource would be the most appropriate to help Bruce deal with his situation?
23. Amelia lived in various European countries with her family for eight years and has just recently moved back to the United States. She is excited to be at USU, because it has a quality program in her major, Speech and Language Therapy. However, she misses being involved with people her age from different cultures or countries. Where can Amelia become involved in a variety of cultural activities and experiences?

a. Campus Recreation [http://www.usu.edu/camprec/]

b. Greek Life: sororities and fraternities [http://www.usu.edu/asusu/greeks/]

c. Access and Diversity Center [http://usu.edu/accesscenter/]

24. Eric was looking on the Student Employment website and found a posting for a great lab technician work-study job with the Agricultural Experiment Station. The closing date for applications is 5 p.m. today, and it’s now 3:30! He has to attach a copy of his unofficial transcript to the job application, and he has no idea where to get one so quickly. What would you advise him?

a. Log into the Access system through the portal at [http://www.usu.edu/myusu]

b. Go to the Registrar/Student Records Office on the second floor of the Taggart Student Center. [http://www.usu.edu/registrar/htm/records/]

c. Go to the SOAR New Student Orientation Office on the first floor of the Student Center. [http://www.usu.edu/soar/]

25. “Service With a Smile” is the motto of the USU Police Department, which assists students with various problems. Students can contact the police for assistance with which of the following? [http://www.usu.edu/dps/police/]

a. Natalie is not comfortable walking home alone in the evening after studying at the library.

b. Gilberto’s car got stuck in the snow while driving in Logan Canyon, and he needs help calling a tow truck.

c. James lost his car keys in the HPER building while working out. He keeps an extra key in his car, but needs someone to help him open his car, which is parked at the Stadium.

d. a & b

e. a & c

f. all of the above
Lesson Plan for Campus Technology

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

**Description:** This lesson contains one part.

1. **Technology Workshop:** The instructor will accompany the students to a technology workshop held in one of the open-access computer labs on campus.

**Instructional Time:** Class 60 minutes (pre-scheduled)

**Required Assignment:** NO

<table>
<thead>
<tr>
<th>Key to Connections Big Questions</th>
<th>Workshop: 2.B, 2.C</th>
</tr>
</thead>
</table>

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4) **Technology Workshop Format**

a) Each class is assigned to a campus computer lab for their technology workshop.

b) Student lab consultants will teach the workshop and answer questions.

c) Students will receive hands-on instruction regarding the following:

i) Computer Lab Policies

ii) Saving Files in Computer Labs

iii) Printing

iv) Using the [http://id.usu.edu](http://id.usu.edu) website

v) Using Banner and the student portal

vi) Using Canvas

vii) Peer-to-Peer Filesharing Policies

viii) Internet Safety

ix) How to Use the USU IT Service Desk

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

**Objective:** Students will attend a workshop in the Merrill-Cazier Library to learn more about the policies and available resources of the Library, and to be introduced to the staff and reference librarians.

**Description:** This lesson contains one part.

1. Library Workshop: The instructor will accompany the students to a library workshop and will participate in a discussion toward the end of the workshop.

**Instructional Time:** Class 30 minutes (pre-scheduled)

**Required Assignment:** NO

|----------------------------------|-------------------------|

1) Library Workshop Format

   a) In the Library Workshop, students are introduced to the USU Library basics such as the BARN, building policies, resources, and resource librarians. At the beginning of class, the librarian will pass out color-coded cards with questions written on them. If possible, before the library presentation begins, please help your librarian(s) pass out the color-coded cards to students who are not afraid to speak up. The final question will ask you what you think about the library.

   b) Be prepared to tell your students what you think about the library:

      i) How has the library helped you in the past?

      ii) Ever wished you had learned about library services earlier in your academic career?

      iii) How can your students best use the library to their advantage while at USU?
Lesson Plan for Connecting to Campus

**Objective:** Students will attend the Day on the Quad, an Aggie Passport event, and write a brief response identifying at least three clubs or organizations they are interested in joining.

**Description:** This lesson contains two parts.
1. Aggie Passport Discussion: Instructor or peer mentor will guide students through a discussion of the Aggie Passport program as described at [http://www.usu.edu/passport](http://www.usu.edu/passport).
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

<table>
<thead>
<tr>
<th>Key to Connections Big Questions</th>
<th>Discussion: BQs 3.A, 3.B</th>
</tr>
</thead>
</table>

1) Aggie Passport Discussion
a) Materials
   i) [http://www.usu.edu/passport](http://www.usu.edu/passport), this website lists which events qualify as Aggie Passport Events and explains the reward structure for attending either 6, 8, or 10 events by Thanksgiving break. It also gives instructions for how students can sign up to receive reminder notifications via Facebook, Twitter, or text a couple of hours before each event.
   ii) [http://www.usu.edu/calendar](http://www.usu.edu/calendar), this website lists events that are happening on campus.
   iii) [http://www.usu.edu/soar/email](http://www.usu.edu/soar/email), this website has a link to the weekly email that is sent each week by peer mentors to their Connections students. This email includes campus and community events, and will indicate which events are designated as Aggie Passport events.

b) Possible methods of instruction
   i) Using the Aggie Passport website, explain the importance of the Aggie Passport Experience and Day on the Quad as an opportunity to explore USU Connections Big Question 3.

2) Connecting to Campus Assignment
a) Possible Method of Instruction
   i) As a class, view the assignment page in Canvas, and review that the Day on the Quad will be held on Wednesday, August 27 from 10:30-2:30 p.m. The USU Common Hour should allow
all students the chance to visit the event. You may also wish to introduce students to the
USU Events Calendar http://www.usu.edu/calendar and explain that they will receive an
e-mail from their peer mentor each week that includes both campus and community events,
and will display which events are designated as Aggie Passport events for the week.
Lesson Plan for Building a Learning Community

Objective: Students will learn the importance of and strategies for building learning communities.

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

Instructional Time: Class 20-30 minutes

Required Assignment: NO

Key to Connections Big Questions

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<tr>
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<tbody>
<tr>
<td>Connections Big Questions</td>
<td>Faculty Panel: BQs 1.A, 2.A, 3.B</td>
</tr>
</tbody>
</table>

1) Learning Community Class Discussion
   a) Materials
      i) Attached Learning Community Discussion Guide

2) Faculty Panel
   a) Materials
      i) Attached Faculty Panel Discussion Guide
      ii) Appropriate sections of the USU Student Code of conduct as referenced below.
   b) Possible Method of Instruction
      i) Have your class prepare for the faculty panel using the attached discussion guide.
Building a Learning Community Discussion Guide

Objective: Students sometimes encounter obstacles that prevent them from fully engaging in a learning community. Classes discuss some of these obstacles and identify ways to overcome these challenges.

What is a Learning Community?

As Connections classes we are all part of a learning community. Students can use this experience to predict possible opportunities for creating and benefiting from future learning communities. Guide students through a discussion of what it means to be part of a learning community. You may wish to include both logistical (how to) items, and skills/abilities of community members.

<table>
<thead>
<tr>
<th>Components of a learning community.</th>
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</thead>
<tbody>
<tr>
<td>Connections</td>
</tr>
<tr>
<td>Example from a future learning community:</td>
</tr>
<tr>
<td>My future learning community will be...</td>
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<tr>
<td>Activities</td>
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<tr>
<td>Benefits</td>
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<tr>
<td>Goals</td>
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<td>Beliefs</td>
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<td>Core Values</td>
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<td>Commitment</td>
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</table>
**Challenges to Building a Learning Community**

Students sometimes encounter obstacles that prevent them from fully engaging in a learning community. As an instructor, you may have noticed some of these obstacles such as students not being prepared with the textbook, not going outside of their comfort zone to ask for help, or not engaging in a civil dialog when discussing emotionally charged issues. Use the following grid to have students discuss these barriers to participation in a learning community and identify ways that they can overcome those challenges. You can have students individually complete the grid as part of a class discussion, or you can identify challenges and complete a similar grid as a class.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Resources</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacking understanding of diverse value systems and cultures.</td>
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<tr>
<td>Discussing emotionally-charged issues in a civilized way.</td>
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<tr>
<td>Lacking necessary preparation to engage in the learning community.</td>
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<tr>
<td>Engaging with professors who you may find intimidating.</td>
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<tr>
<td>Difficulty engaging with students in your classes, participating in class, forming study groups, etc.</td>
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</table>
Faculty Panel Discussion Guide

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

Activity: The Faculty Panel allows students to meet and hear faculty talk about first-year students’ opportunities for academic success. Three faculty members from various disciplines introduce themselves, and then take five to seven minutes each to give advice and discuss academic expectations in their classes, recommendations for a positive first year, the value of a college degree, academic opportunities, etc. The remainder of the time will be open to student questions.

Classroom/Panel Civility

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

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

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

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

From Section V-3.C (http://www.usu.edu/studentservices/studentcode/article5.cfm)

Classroom Civility.

1. Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action.
2. Faculty members of Utah State University have the responsibility and authority to determine, maintain, and enforce an atmosphere in their classrooms that is conducive to teaching and learning, in accordance with University policy and practice.

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

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

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

Preparing Questions

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

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Question for the Panel</th>
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<tbody>
<tr>
<td>What are your concerns about being a university student in the classroom?</td>
<td></td>
</tr>
<tr>
<td>What do you want to know about being an educated person?</td>
<td></td>
</tr>
<tr>
<td>What do you want to know about being part of the USU Community?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan for Bystander Intervention

**Objective:** 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.

**Description:** This lesson contains two parts.

3. Bystander Intervention Video: Students will watch a video outlining the issues of bystander effect on college campuses, and how students can use five decision-making steps to keep themselves and others safe.

4. Bystander Intervention Discussion: Peer mentors and instructors will lead a discussion with students about the bystander effect. Peer mentors will be trained to facilitate this conversation.

**Instructional Time:** Class 30-60 minutes

**Required Assignment:** NO


1) Bystander Intervention Video
   a) Materials
      i) Video found in Canvas or at [www.usu.edu/connections/videos](http://www.usu.edu/connections/videos).
   b) Possible methods for instruction
      i) Direct students to watch the bystander intervention video on their own prior to class to prepare for the discussion.
      ii) Watch the video as a class in preparation for the discussion.

2) Bystander Intervention Discussion
   a) Materials
      i) Various bystander intervention links and clips found at the instructor resource page at [www.usu.edu/connections/instructors/resources.cfm](http://www.usu.edu/connections/instructors/resources.cfm).
      ii) Peer mentor experience and opinion. Peer mentors will receive training to be Step-Up Bystander Intervention facilitators.
Objective: Students will practice skills in time management and organizational techniques to help them successfully transition to the college studying environment. They will log and reflect on their use of time in order to manage and achieve their academic, social, and personal goals.

Description: This lesson contains three parts.
1. Time Management Video: Students will watch a brief video emphasizing the importance of self-management in regards to planning and use of time.
2. Time Management Assignment: Students will estimate the number of hours needed to study outside of class for each course they are taking and create an "ideal" schedule outlining how they will spend their time during fall semester—class time, study time, work, sleep, extracurricular commitments, socializing, relaxing, and exercising. They will then plan their schedule and calendar all major quizzes, exams, and assignments for the semester. They will also reflect on the effectiveness and feasibility of their proposed schedules.
3. Time Management Discussion: Instructors will 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: 20-60 minutes (one during a follow-up meeting)
Required Assignment: YES
Points: 50

<table>
<thead>
<tr>
<th>Key to Connections Big Questions</th>
<th>Video: BQs 2.A, 2.B, 2.C</th>
</tr>
</thead>
</table>

2) Time Management Video
   a) Materials
      i) Video can be found in Canvas or at [www.usu.edu/connections/videos](http://www.usu.edu/connections/videos).
   b) Possible Methods of Instruction
      i) Video can be watched by students on their own prior to the discussion, or as part of class.

3) Time Management Assignment
   a) Materials
      i) Various components of the assignment in Canvas: weekly study hours chart, ideal weekly schedule, etc.
      ii) Each student will choose a calendar they will realistically use throughout the semester. This may be the handbook/planner they received at SOAR, an Aggiemail calendar, or any calendar that will effectively help a student keep track of their major assignments.
   b) Possible Methods of Instruction
i) 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.

ii) Encourage students to carefully calendar their activities for one week: class time, study time, work, sleep, extracurricular commitments, socializing, relaxing, exercising, etc.

iii) Allow students to choose a calendar system that they will realistically use during the semester, discuss what you have found effective when using calendars to manage your time and commitments.

4) Time Management Discussion
   a) Materials
      i) Reflection worksheet as part of the assignment in Canvas
   b) Possible Methods of Instruction
      i) During a follow-up session, have a class discussion with students about their challenges 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?).
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.

SUPPLEMENTAL HALF-HOUR WORKSHOPS (limited to two per class)
Several on-campus departments have offered to provide 30-minute workshops during Connections. In order to ensure students get enough face time with their instructor, each instructor can schedule up to two supplemental workshops. Workshop descriptions and scheduling instructions can be found on the scheduling page at http://www.usu.edu/connections/instructors.

Available topics:

- Student Health and Wellness
- Parking and Transportation
- USU Police
- Healthy Eating 101
- Volunteerism
- Sustainability
- Study Abroad

SERVICE LEARNING PROJECTS
Some instructors choose to participate in a service-learning project as a class. When doing so, it is important that students can articulate the value of the service-learning project through class discussion or a brief reflection paper. Instructors often find service projects through the USU Center for Civic Engagement & Service-Learning or the Cache Valley Volunteer Center, http://cachevolunteercenter.org.

Examples of past projects:

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

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

What is Service-Learning?

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

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

Instructors can aid in this process by creating concrete chances to serve, connecting to context, and cultivating camaraderie. When including service-learning in a curriculum, it is essential that the project be something that students can start and finish by the time they finish the course. This gives them the ability to see that their contribution is important. Service must have context, however, for students to learn from their experience. It is essential to share the mission of the organization with your students and how your students’ service helps them. This can be most effective if someone from the agency is willing to share this at the beginning of the service opportunity. Finally, let your students know that this is a chance to get to know their classmates better. Even if you are pulling weeds, you can still have fun!

Instruction and reflection. Volunteer work alone is not service-learning, since service-learning requires students to link their experience to what they are learning in the classroom. When you plan your service opportunity, have a definite objective for what you want your students to learn. In Connections, this can be related to the literature assignment, sustainability, being an engaged student, teamwork, etc. In your class time, use guided discussion to reflect on what students have experienced and use their responses to demonstrate the lesson. One model of reflection is: What happened? So what? Now what?

What is not Service-Learning?

- Service without reflection.
- Service unrelated to the objectives of a course.
- Reflection with no action.
- Students pondering “how lucky I am” without greater depth of understanding of their experience.

How do I find a project to incorporate into my course?

While you can utilize personal contacts, the Center for Civic Engagement and Service-Learning (CCESL) is developing a Community Partner database with current partner needs. In addition, many instructors
find community partners through the Cache Valley Volunteer Center, http://cachevolunteercenter.org. You can also contact James Olson with the Logan Neighborhood Council for local projects, james.olson@loganutah.org or 435-716-9008.

What other resources do I have?

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

Instructor Feedback

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

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

For More Service Learning

Kate Stephens, Asst. Director, Center for Civic Engagement & Service-Learning
Kate.stephens@usu.edu or 435-797-8135

TEAM BUILDING, AND OTHER TEACHING IDEAS

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

- Hiking
- Canoeing at First Dam (schedule canoes at the scheduling website at www.usu.edu/connections/instructors)
- Miniature golfing
- Ice Skating at Eccles Ice Arena
- Campus Scavenger Hunt
- CVTD Logan Scavenger Hunt
- CVTD ride to the Cache Valley Tourism bureau to pick up brochures and maps
- Student Panel (peer mentor can set this up)