Please answer on a piece of paper:

1. What is one teaching strategy that has worked well in your classroom?
2. Why do you think it works?
Teaching Tips:
FIR Mentoring Group

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Pre-Tests

What they are:

• Quick (< 5 min), low-stakes assessments given at the very beginning of class (on screen as students enter class)
• Assess prior knowledge, knowledge from last class, or critical thinking
• Open-ended questions work well for me
• Serves as attendance!

Why they work:

• “Reset” button for students
• Students are ready to learn (and off their phones)
• Students want to know the answer
• Provides continuous practice on developing critical thinking and writing skills
• Provides you and the students with immediate feedback
Pre-Test Example

Quiz 4: How would you study this? (3 Points)
1. What question would you try to answer?
2. How would you conduct an experiment to answer that question?
3. Describe the steps of that experiment.

Urban bird nests have been found lined with cigarette butts. Nicotine is a powerful insecticide that wards off mites, lice, and fleas.

Writing Assignment #3 due tonight by midnight. Exercise 1 due next class.

Quiz 16 (4 Points)
1. What questions do you have?
2. How would you study this?
Think-Pair-Share

What it is:

• Students think about their answer, pair up with another student, and share their answers
• Students share answers in a class discussion

Why it works:

• Gives introverted students a chance to think
• Gives everyone in the class a chance to discuss their answers (e.g., introverts, students with disabilities, etc.)
• Students more likely to share answers with a class after talking to each other
• Improves communication skills and sense of belonging (students meet each other and talk)
Transparently-Designed Assignments

What it is:

• Each assignment has a Purpose/Task/Criteria for Success
• Expectations are clear, concise, and meant to improve student performance
• Can also include explicit examples of sample work

Why it works:

• Expectations are written and clear
• Fewer emails and questions from students about requirements
• Helps first-generation students and English language learners understand “college” expectations
SCI 101 Abstract Assignment

Points: 30

Draft Due Date: October 23, 2019
Final Date: October 30, 2019

Purpose: The purpose of this assignment is to write a short (5-7 sentence) and concise summary of your research.

Skills: This assignment allows you to practice the process of writing an abstract that summarizes your research. This is a skill you will use when writing a research paper, writing a thesis, submitting a grant proposal, or submitting an abstract to present your research at a professional conference.

Task: Fill in the form on the other side using complete sentences, combine your sentences into a paragraph, type, print, and turn in a paper copy. You must turn in a paper copy of both the Rough Draft and Final Draft in class on the due date. Electronic or late assignments will not be accepted. You must staple your Rough Draft (with my comments) to your Final Draft.

Criteria for Success: Here are some examples of past student abstracts.

Patients suffering from mental illness respond better to psychedelic drugs

DeShazo, Z. & Holland, M.

Implementing psychedelic drugs such as 3,4-methylenedioxyamphetamine (MDMA), lipoic acid and dehydroepiandrosterone (DHEA), and psilocybin in modern medicine could potentially be a breakthrough in drug-assisted psychotherapy. We analyzed scientific peer-reviewed studies regarding the efficacy and ethicality of utilizing psychedelics to treat mental illness. In a study of individuals suffering from post-traumatic stress disorder (PTSD), 83% no longer displayed symptoms after being treated with MDMA. This indicates that psychedelics have a future place in the realm of medicine if used in a clinical setting. Although these compounds are illegal and targets of abuse, we conclude that it is ethical to incorporate psychedelics into modern medicine because of the alleviating properties they hold in regards to mental illness.

Electroconvulsive therapy helps depressed patients recover with no significant side effects

Sanchez, A. & Hassag, Y.

The purpose of this project was to research the ethicality of practicing electroconvulsive therapy (ECT) to treat depression. We analyzed scientific articles that investigated the results and side effects of ECT on depressed patients. All of the patients under 65 experienced high rates of remission (>60%) an improvement in mental state. 11% of the patients over the age of 65 experienced mild neuropsychological impairments, but the other 88% had improved memory and verbal fluency. These results indicate that the advantages of ECT outweigh the disadvantages. Because ECT has little negative influence on the patients’ cognitive state, we conclude that it is an ethical treatment for depression.
HON 115
Global Thought and Experience II
Fall 2018
Dr. Joanna M. Kepka

GUIDELINES FOR ESSAY #1

Academic culture encourages discussion as a critical tool in the creation of knowledge. With this in mind, the assignment’s purpose is to develop your ability to ask questions, to consider multiple perspectives, to develop and support an original argument, and to communicate your ideas effectively. As the title suggests, Unit I deals with Government and Citizenship. During the first five weeks of the course, we will delve into a geographical and historical exploration of the purpose, nature, and scope of government as understood today across cultures, and throughout different time periods. In Essay #1, students are to use perspectives gained from the readings and your country journals to write an academic essay that analyzes an individual who is significant to your country’s history.

Step 1: Ponder
As you read the texts and collect information for your country journal, begin by asking questions: Which piece interests you the most and why? In terms of context, some questions you may want to ponder are: What makes a good leader? What makes a good citizen? Should leaders hold absolute power? Do particular circumstances of a country require a leader to have certain characteristics? Is an ideal of a leader contextual or universal? To help you with this process, you may look at the prompts at the end of the readings.

Step 2: Act
Identify one leader from your country whose life and contributions you would like to explore. The leader may be a political figure (president, monarch, military ruler, etc.) or he/she may be a spiritual leader or a revolutionary. When you come up with a potential candidate, please send me an email with your choice. This must be done no later than September 18. Consult at least three scholarly sources and select at least one text from Unit I that we discussed in class to create an argument of your own about your leader’s contributions and significance. Remember that every leader’s qualities and significance are debatable, but facts are not. I will make a presentation about this in class.

Pre-writing: Pre-writing allows you to thoroughly examine the texts and to discover what you think. Once you selected your materials (3+1), answer the following questions. What are the three facts around which I can build my thesis statement? How can I link them together? How can I make topic sentences from each of them?

Step 3: Get to Work
Writing: Your essay is to be an example of formal academic writing. This means that it has to be organized around a clearly stated thesis, which is to be found in the introductory paragraph. The essay’s body paragraphs should have topic sentences that are to be supported by evidence drawn from the texts (citations and your explanations thereof). Lastly, your essay should have a conclusion. The instructor will make a presentation about the essay’s structure for additional clarity.

Structure:
1. The introduction should contain a thesis statement.
2. The essay’s body paragraphs should begin with clear topic sentences and the content should include evidence (in the form of citations from your sources) that is relevant and supports your claims.
3. The conclusion paragraph is a brief summary of your findings; you may restate your thesis, but do not introduce new ideas in the conclusion.

Copy-editing: be sure your essay meets the following requirements:
1. Integrate your quotations. Do not drop quotations. Be true to introduce the quotations and respond to them.
2. Do not put in the introduction quotations that provide support for thesis. These quotations belong in the body of the essay where there is space to respond to them.
3. Do not put quotations in topic sentences.
5. Use the literary present tense.
6. This is a formal academic essay. Consider your audience. Do not use “you”, you may use “I”.
7. Avoid slang and clichés.
8. Do not use contractions for this essay.
9. In your essay 5 typed, double-spaced pages in 12-point font (black ink, one side) with one-inch margins?
10. Use MLA style for citations and Works Cited page.
11. Include a Works Cited page. This page should be double-spaced (per MLA guidelines).
12. You do not need a title page. Provide in the upper left corner (as you look at the paper). Your name, Dr. Joanna Kepka
Course number/section
Submission date
13. Does your essay have a title? Center it, and place it two lines below the course information.
14. For MLA, place last name and page numbers (your name!) in the upper right-hand corner.
15. Bring a hard copy to class & submit your final essay to Canvas (under Essay #2) before midnight of the due date.

Presentation
Once your individual essays are written, you are to get together as a region (Europe, Asia, MENA, Africa, and Latin America) and prepare a presentation about your leaders to the whole class. Each student should have about three slides and will have 5 minutes to speak about her/his leader. You are to put the slides together in one presentation per region (e.g., 3 African leaders, 5 MENA leaders, etc.) and email it to me by midnight of the day on which you present.

Grading
The essay is worth 20% of the total grade and is due at the beginning of class or dates indicated in the syllabus. There are no extensions. If you fail to bring the essay to class on the assigned due date, I will accept it if the following class period with a 20% penalty. When grading, I will consider conceptual development, clarity, focus, organization, and language style (grammar, and quotations/references).
Questions?