



## Examples of Activities and Assignments Linked to FYOS Goals

*FYOS Goal 1: Introduce first-year students to the importance of learning and academics so that we engage them in the academic culture of the University*

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Sub-Goal: Student reflection on the topic

### *Strategies/Techniques/Activities*

- Pre/post responses—student knowledge/attitude before and after a topic or module
- Minute papers—short, informal writing exercises that can be done over readings, in-class or out-of-class questions, or in-class activities (e.g. a speaker, a video)
- Discussion using Think/Pair/Share
- Reflective writing assignment (stand alone or part of a portfolio)
- Audio or video reflections

### Possible Assignment

Portfolios can either be paper-based or electronic. The idea behind them is to have students look back upon the work they have done throughout the semester and to assess for themselves what that work constitutes or represents. What does it say about their understanding of the topic? How have their conceptions of the topic changed over the course of the semester? How have their conceptions of what the University is and what it does changed? Students choose work from the semester (usually prescribed types of writing) to include in their portfolio, then write a critical reflective paper on these “artifacts.” Often, one work from the semester is rewritten and students are asked to comment on the changes they made to the required artifact and what that change means.

Sub-Goal: Student self-reflection and self-directed learning (self regulation)

### *Strategies/Techniques/Activities*

- Journal entries
- Blogs on study techniques
- Daily logs on time management (perhaps a sample week)
- Student brainstorm with faculty as recorder of responses

### Possible Assignments

- Brainstorm with professor recording answers on the board for subsequent discussion on topics such as: why go to college, how to succeed in college, how to be successful in large classes and small classes, how to study, how to take notes, how to annotate text, how to write
- Have student relate long-term professional and personal goals. Where do those goals come from? How do students intend to use their college career to help pave the way toward those goals?
- Have student read Robert Leamson's "Learning (Your First Job)" (print copies and web version available through CTL <http://www.ctl.uga.edu/teaching-resources/learning>). Discuss or write a response to specific sections.
- Have student review the chart "How is college different from college?" found at <http://smu.edu/alec/transition.asp> or have them brainstorm in class how they think it will be different.
- Poll students and discuss why they are attending college. Why UGA?
- Have students write journal entries on their study habits, such as notetaking and study techniques, text annotation, time on task, use of study groups, and distractions or time killers. Have students identify one aspect of their academic life they are struggling with and then individually or in pairs brainstorm actionable solutions. Have them make a schedule for their week to reveal blocks of time for study and for leisure and discuss issues of time management and procrastination.
- Critical article report: Have students search and find journal articles related to course topics. Have them cite, summarize, evaluate, and reflect upon the value of the article for understanding the topic. Students can present their article (summary, evaluation, and reflection) to the class using a one- or two-slide presentation (three minutes)

*FYOS Goal 2: Give first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions*

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### Sub-Goal: Dialogue and Discussion

#### *Strategies/Techniques/Activities*

- Journals with faculty response
- Blog entries with faculty comments
- Short presentations
- Office hours outside of office—coffeeshop or class dinner at faculty member's home
- Think/Pair/Share Activity to start discussion
- Minute paper, daily discussion question
- Out of class question for next class period
- Debates
- Conversation starters: common experience, controversy, new development, current event
- Progressive questioning: start with factual question, then move on to application and interpretation or judgment questions.
- Start with a problem or case study
- Take the opposite side
- Fishbowl discussion

#### Possible Assignments

- Inner Circle or Fishbowl—a class within a class: several students sit in an inner circle while the rest of the class sits around them. Students in inner circle act as a discussion group and the others act as silent observers who are not allowed to talk until a certain period of time. Perhaps the outer circle can comment on the nature of the discussion or the threads of logic (McKeachie's Teaching Tips).
- Daily Discussion Questions: Each student is responsible for submitting a question (possibly written on a note card) based upon the reading that is due that class period. The questions are collected at the beginning of the class and the professor picks selected questions. Some nominal daily credit can be awarded for completion of the assignment.
- Trade questions: Students write questions, the professor collects them and redistributes them randomly back to students. Students are given a few minutes to try to answer the question. Discuss selected questions as a whole class.

Sub-Goal: Faculty members should introduce students to their own personal and educational backgrounds, describing the experiences that led them to their research interests

### *Strategies/Techniques/Activities*

- Interview
- Tour of building, laboratory, library, or studio
- Panel of faculty members from same department
- Interview/transcription/reflection journal
- Short presentation with the judicious use of Powerpoint

### Possible Assignments

- What does it mean to think like a humanist, a social scientist, or a scientist? Have students interview one of their instructors from another class. How did that person decide to study his or her field? What did that person do to prepare for his or her profession? How do the different missions of the university (teaching, research, and service) figure into his or her daily, weekly, semester, and career work? What value does the professor see in his or her work in terms of contributing to the University or the larger society? Possible in-class work for this assignment: have students pair up after the interviews to compare and contrast the different answers. Then have them report their findings to the class. The professor can comment on the significance of these different paths.
- Have students write about a time when they struggled to accomplish something that was challenging but intrinsically motivating. The professor can find and discuss commonalities between the students' stories and his or her own journey.

Sub-Goal: Written exercises to emphasize writing, feedback, and response—thinking and rethinking

### *Strategies/Techniques/Activities*

- Written paper
- Journals
- Blogs

## Examples of Activities and Assignments Linked to FYOS Goals

Sub-Goal: Any written documentation of intellectual dialogue between faculty and student during process of creating the above

### *Strategies/Techniques/Activities*

- Sequenced Low/Mid-stakes writing assignments (see below for examples from Listening Journals for MUSI 3210)

#### Possible Assignment

Ask students to write journal or blog entry about a topic discussed in class. Professor reads journal and then responds to students with questions for further thought or explanation. Student responds to these prompts.

*FYOS Goal 3: Introduce students to the full mission of the university and how faculty's work affects the learning environment and the broader community*

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Sub-Goal: Faculty show how they contribute to instruction, research and/or public service in their academic area.

#### Possible Assignments

- Professor can invite students to any public or professional presentations he or she is taking part in or attending, as appropriate for the students. Especially relevant to this goal would be to invite students to any departmental talks by visiting speakers, faculty, or graduate students.
- Professor can invite students to take part in public service and outreach programs in which he or she is participating.



## Examples of Activities and Assignments Linked to FYOS Goals

Sub-Goal: FYOS is a gateway to programs and resources at the University (undergrad research, service learning, study abroad, and libraries). How to encourage students to become engaged in intellectual life of University.

### *Strategies/Techniques/Activities*

- Podcasts that overview the instructional, research, public service and international missions of the University.
  - OVPI
  - OVPR
  - OVPSO
  - OIE

### Possible Assignment

- Have students do a search of the UGA website to look for programs that involve undergraduates in research, teaching, service, and possibly one extracurricular activity. Alternately, provide them with specific programs or websites. Have them identify programs of interest from each of the three areas. Challenge them to connect these programs to the course content, to their prospective majors, or to their larger career goals. Possible programs may include CURO, Service Learning, Study Abroad, and GORP.

Sub-Goal: Three campus events that highlight some aspect of the mission of the University

### *Strategies/Techniques/Activities*

- Web search
- Oral presentation/reports
- Paragraphs with summary and reflection

## Examples of Activities and Assignments Linked to FYOS Goals

### Possible Assignments

- Early in the semester, provide students with sources for campus events: UGA calendar, UGA homepage, Columns, Red and Black, etc. Ask each of them to post at least three events they would like to bring to the attention of the class on the class eLC calendar. During class, have student publicize events taking place the following week.
- Schedule deadlines throughout the semester to encourage them to space out attendance to events. Perhaps have every student commit to attending one event before the fifth week of the semester, one between the fifth and tenth, and one between the tenth and fifteenth.
- For each event a student attends write about the event and attempt to connect that event with one of the missions of the University and/or with the seminar and/or the work of the professor/discipline/department. These can be posted on blogs, on eLC or turned in on paper.



## Examples of Writing Assignments for FYOS Suggested by Department of English Faculty

### *Example 1: Sequenced Low/Mid-stakes Writing Assignment*

#### Listening Journals from MUSI 3210<sup>1</sup>

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As described below, the students worked on these low/mid-stakes assignments throughout the semester. The initial assignment was very detailed and asked specific questions, while following assignments became more open-ended and involved similar skills required for the staged high-stakes research paper.

From the syllabus:

Music listening journal. You will complete 6 entries in your music listening journal over the course of the semester. For this assignment you will be asked to listen to a specific piece of music (on reserve in the library or posted on eLC) and write a response to a specific prompt posed by the instructor, posted on eLC. This assignment provides you with an opportunity to work on your skills writing about music and musical features, using appropriate technical and analytical vocabulary. You will also occasionally have to do some light research to formulate your answers. These skills will become very important in the larger research papers.

#### Listening Journal 1

Listen carefully to the following musical example, “In Convertendo Dominus.” This piece is a setting of Psalm 125 and is a reconstruction of Old Roman chant. Write 1-2 paragraphs describing what you hear. Some things to consider: How can you describe the musical texture? (is the piece melismatic, neumatic, syllabic, etc.?) Describe the mode and how it behaves. Can you deduce anything about the chant’s formal structure? Is it ordered in any way? Knowing that this piece is a Psalm setting, what can you deduce about its liturgical use? How, where, when, might it have been used?

#### Listening Journal 3

Listen to and study the score of Tomás Luis de Victoria’s “O magnum misterium,” and the Kyrie from Missa O magnum misterium. Make a photocopy of the score that you can mark up and hand in with your listening journal. On the score, identify things like points of imitation, cadences, textural or rhythmic changes, text declamation and text depiction. Then, write 2-3 paragraphs of prose analyzing the motet, focusing on three of these aspects. Conclude with a paragraph that discusses how Victoria uses the motet in the Kyrie of his imitation (or parody) Mass. In your prose, be sure to provide measure numbers.

#### Listening Journal 6

In a few paragraphs, analyze the unidentified piece posted on eLC. In your analysis, consider all aspects of the music, including elements of texture, harmonic motion, rhythm, cadences, etc. Also, how can this piece be classified in terms of genre? Why?

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<sup>1</sup> Assignment and all prompts were written by Dr. Susan Thomas





# Examples of Writing Assignments for FYOS Suggested by Department of English Faculty

## *Example 2: Three-Panel Argument Poster And Oral Presentation* (Iowa State WOVE curriculum)

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For these assignments, you will create a poster that represents your topic for Essay 3 (argument essay) and the specific position you argue there. You should use both visual and written information to give the class (your audience) a clear idea of the topic you are dealing with and the specific point you are making about it.

### Unit 3b: Poster

#### *Format*

Use a 3-part poster, one that has a center panel and folded “wings” on each side of it. These are available in the campus bookstore in the union at a reasonable price. You can use these panels any way you want to get your point across.

A very effective example of this type of poster created by a local high school student was on display at one of the public libraries in Des Moines this summer. The topic was the Japanese internment in detention camps in the U.S. during WW II. The left panel provided background on what led up to the internment, including news headlines, racist cartoons, and photos from the period. The center section focused on the actual internment with details of how it came about, what conditions existed in the camps, etc. The third panel (on the right hand side) highlighted the Japanese Americans’ release and people’s responses then and later on. While this information was excellent and the presentation of it was clear, the creator of the poster went a step further: s/he put a piece of barbed wire between the left and right wings, so it covered the whole 3-part poster to visually communicate the imprisonment Japanese Americans experienced. A photo of a small boy behind barbed wire in one of the camps appeared in the center panel to emphasize this reality.

Be creative!

#### *Designing the poster*

Think about the following guidelines along with those in your handbook as you design your poster:

- Have an easily identifiable point to your poster.
- For the text, select fonts and visual that are large enough for viewers to read from about 5 feet away.
- Think about the colors you use in the text you create as well as those that appear in photos, newsprint, etc. Be sure they draw the viewers’ attention to your message rather than distract from it.
- Balance the visual and verbal information. Does the text explain the visuals? Do the visuals add to the written text?



# Examples of Writing Assignments for FYOS Suggested by Department of English Faculty

## *Evaluation criteria*

- Clarity of context and purpose for all parts of the poster.
- Clarity and thoroughness of your central thesis (the same as the position you argue in Essay 3).
- Effectiveness of design decisions such as how the eye moves through the poster, the color selection, fonts that reveal different levels of importance for textual information, size of fonts and images, balance of visual and written texts.

## Unit 3c: Oral Presentation of Poster

In a 5-7 minute presentation, you will discuss the primary ideas that your poster attempts to reveal and the rationale for the design decisions you made. You will use the poster as a prop during your presentation, so bring a pointer, if necessary.

### *Evaluation criteria: oral presentation*

- Evidence of a clear introduction, body and conclusion.
- Use of transitions to help you clearly and effectively move between points.
- Ability to engage your listeners through attention-getting ideas, adequate volume in your speaking voice, eye contact and gestures
- Use of your poster to enhance your message

Be prepared to bring a “draft” of your poster to peer review to solicit responses from your group.