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What percentage of community college students are motivated to succeed in college?

92%

...of students believe they have the motivation to do what it takes to succeed in college.

Source: The Center for Community College Student Engagement 2011 Report
*Survey of Entering Student Engagement www.ccsse.org/sense/
Did you know that, nationally, 50% of community college students leave after their first year of college?

Source: The Center for Community College Student Engagement 2012 Report

What percentage of students think they’re prepared for college? 86% of students say they’re academically prepared to succeed in college.

Source: The Center for Community College Student Engagement 2011 Report
Did you know that . . .

70 to 85%

. . . of students are testing into a basic skills class statewide and these numbers are roughly the same at Ventura College?

Source: State Academic Senate

What is a basic skills student?

• A basic skills student is said to lack the “foundation skills in reading, writing, mathematics, and [/or] English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work” (Academic Senate for California Community Colleges, 2007).
Where do our students place at VC?

- Spring 2012-English Placements
  - Basic Skills: 68%
  - AA/AS Trans: 32%

- Spring 2012-Reading Placements
  - Basic Skills: 72%
  - AA/AS Trans: 28%

- Spring 2012-Math Placements
  - Basic Skills: 75%
  - AA/AS Trans: 4%
  - Lower Test: 11%

- Are you concerned about students not being able to read, write or perform basic math computations in your classes?

- Have you asked your students if they’ve taken a reading class, or completed their English and Math requirements?
Transfer-Level Enrollments by Basic Skills Students

Top 8 courses with highest percentages of English Basic Skills who were assessed in fall 2011

- Given that these are a **minimum** number of basic skills students enrolled in each course, do these numbers surprise you?
- What are some ways to help students succeed?

Ventura College’s results from the 2010 Student Engagement Survey showed VC under the national average in these five areas:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners
46% of students ask for help from an instructor regarding questions or problems related to the course.

57% of students ask questions or contribute to class discussions.

Source: The Center for Community College Student Engagement 2011 Report

At Ventura College . . .

43.2% of students leave after their first year of college.

What can we do to help decrease this number?
What works in the classroom
(from our students’ points of view)

(Information collected from focus groups in preparation for the Basic Skills workshop, August 15, 2012, Ventura College)

Classroom techniques:

1. Class agendas (and reminders of what is due) on the board
2. Scaffolding – breaking large assignments into smaller parts that lead to the completion of the bigger assignment (students need help to “work through it”)
3. Templates (an outline, algorithm, “recipe”) for how to follow the format to complete a task
4. Provide examples of what the assignment is supposed to look like (including the various stages)
5. Use different learning styles – not everyone learns the same way
   - It is difficult to learn just from lectures
   - Visuals (charts, etc.) are very helpful
6. Students want to “really learn” (vs. learning enough to take/pass a test)
7. Give students something to do while listening to lectures to help them focus (i.e. fill-ins, notes on certain topics, templates, handouts, charts with blanks, etc.)
8. PowerPoint lectures given to students (before class is helpful as well)
9. Pre-tests
10. Practice exams with answers (and where appropriate, the process for how to get that answer)
11. Well organized classes and well organized lectures with a summary at the end
12. Reinforcing connections between lecture points or concepts
13. “Homework clubs” and study sessions
14. Don’t “lower the bar”; just help students get where they need to be
15. Students want to learn skills that will help them in future classes

Helpful qualities:

1. Enthusiasm
2. Organization
3. Structure
4. Motivation
5. “Coaching”
6. Patience
7. Passion about teaching
8. Encouragement
Problems:

1. Fear regarding tests. It helps when instructors are supportive and encouraging. Test taking techniques are helpful. Practice tests are very helpful.
2. Fear of asking questions in class (one student said it took him/her 1½ years to ask a question in class).
3. Confusion about studying. “Be sure to study” is not clear enough. Specifically, what should students do to study for the class/test?
4. Confusion about getting help from the teacher. Sometimes students do not know what, specifically, to ask their instructors. They are intimidated to go to instructors’ offices sometimes, but they know that they need help. (They don’t know what questions to ask.) They are not sure which faculty members have offices and which don’t.
5. Pacing of instruction. The pace of classes is set by the instructor, but sometimes the students are not following. Build in time to check for understanding.
6. Student behavior/appearance. Students may seem uninterested, but that may not be true. Students in the back are often fearful, not necessarily disinterested. Try to engage those students.
I. ASSESSMENT PLACEMENT STATISTICS

Assessment testing in English, Reading, and Mathematics is administered through the Ventura College Matriculation and Assessment Center located in the Student Services Building. The English and Reading assessment instrument is the CTEP (College Test for English Placement); the Mathematics assessment consists of four MDTP (Mathematics Diagnostic Testing Project) test instruments – Algebra Readiness, Elementary Algebra Diagnostic, Intermediate Algebra Diagnostic, and Pre-Calculus Diagnostic. Students select the particular MDTP test that assesses for the Math course in which they wish to enroll. Because many students take a Mathematics test that is above their skill level, 10% or more of the Math placements are "Take lower level test." Overall, less than 20% of students use their Math assessment score to enroll in a VC Math course; most students use their high school Math class or the VC pre-requisite Math course.

### Spring 2012 - English Placements

- AA/AS Trans: 32%
- Basic Skills: 68%

### Spring 2012 - Reading Placements

- AA/AS Trans: 28%
- Basic Skills: 72%

### Spring 2012 - Mathematics Placements

- AA/AS Trans: 4%
- Lower Test: 11%
- Basic Skills: 75%

## Ventura College Matriculation and Assessment Center

### Placement Statistics for Fall and Spring Assessment Testing Periods

<table>
<thead>
<tr>
<th>Assessment Tests</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA/AS/Transfer</td>
<td>970</td>
<td>33%</td>
<td>221</td>
<td>30%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>1,969</td>
<td>67%</td>
<td>513</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2,939</td>
<td>100%</td>
<td>734</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA/AS/Transfer</td>
<td>809</td>
<td>28%</td>
<td>212</td>
<td>29%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>2,134</td>
<td>72%</td>
<td>525</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2,943</td>
<td>100%</td>
<td>737</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>155</td>
<td>7%</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>AA/AS</td>
<td>507</td>
<td>21%</td>
<td>28</td>
<td>5%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>1,412</td>
<td>55%</td>
<td>378</td>
<td>68%</td>
</tr>
<tr>
<td>Take Lower Test</td>
<td>422</td>
<td>17%</td>
<td>137</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2,496</td>
<td>100%</td>
<td>555</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: VC Matriculation and Assessment Center – CAPP System administered by Steve Manriquez, Matriculation Specialist
II. ENGLISH COMPOSITION ENROLLMENTS BY BASIC SKILLS STUDENTS

Of the 3,376 students who were assessed during the “Fall 2011 Assessment Testing Period” (see table on previous page), 2,052 of them enrolled in one or more classes in fall 2011. Nearly 68% (1,390) of the 2,052 students were assessed at the English Basic Skills Level.

Most students do not enroll in any English Composition course in their first term after being assessed. In the table below, the percentages of students enrolled in any English composition class are shown by Placement Level and Term. For example, in fall 2011 only 50% of students who were assessed at the English Basic Skills Level during the “Fall 2011 Assessment Testing Period” actually enrolled in an English Composition class (item a). The percentages in the table are graphically depicted in the chart that follows.

<table>
<thead>
<tr>
<th>Terms</th>
<th>The AA/AS/Transfer Level</th>
<th>The Basic Skills Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentages</td>
<td>Calculations</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>37%</td>
<td>(242 ÷ 662) x 100</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>17%</td>
<td>(115 ÷ 662) x 100</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>4%</td>
<td>(26 ÷ 662) x 100</td>
</tr>
<tr>
<td>Total</td>
<td>58%</td>
<td>(383 ÷ 662) x 100</td>
</tr>
</tbody>
</table>

It is important to note that 85 of the 1,390 Basic Skills students skipped all basic skills English composition courses and enrolled directly in ENGL V01A. These students were able to do so because they successfully challenged their placement, took the equivalent of ENGL V02 at an accredited postsecondary institution, or met the prerequisite (ENGL V02) by some other means or equivalency.

Ventura College
Fall 2011 Assessment Testing Period
English Composition Enrollments by English Placement Level

<table>
<thead>
<tr>
<th>English Assessment Placement Levels</th>
<th>Enrolled in any Fall 2011</th>
<th>Number of Enrollments in English Composition Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL V01A</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>AA/AS/Transfer</td>
<td>662</td>
<td>233</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>1,390</td>
<td>52</td>
</tr>
<tr>
<td>Totals</td>
<td>2,052</td>
<td>285</td>
</tr>
</tbody>
</table>

Cumulative

<table>
<thead>
<tr>
<th>English Assessment Placement Levels</th>
<th>Enrolled in any</th>
<th>Number of Enrollments in English Composition Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL V01A</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>AA/AS/Transfer</td>
<td>662</td>
<td>233</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>1,390</td>
<td>52</td>
</tr>
<tr>
<td>Totals</td>
<td>2,052</td>
<td>285</td>
</tr>
</tbody>
</table>

Source: VCCCD Banner System – Assessment View and Current Courses View, 4th Week Census
III. TRANSFER-LEVEL ENROLLMENTS BY BASIC SKILLS STUDENTS

Many students assessing at the Basic Skills English Level enroll in transfer-level courses before they have completed their basic skills English course/s and enrolled in ENGL V01A. In the table below, the numbers of enrollments by students assessed at the Basic Skills Level in fall 2011 are indicated for selected transfer-level courses. Spring 2012 enrollments were by students who were not concurrently enrolled in ENGL V01A. Note: These are the minimum numbers of basic skills students enrolled in the selected courses. Most likely, other basic skills students, who were assessed in prior Assessment Testing Periods, were also enrolled.

### Fall 2011 - Top 8 Courses with Highest Percentages of English Basic Skills Students who were Assessed in Fall 2011

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ V01</td>
<td>Intro to Criminal Justice</td>
<td>63</td>
<td>35</td>
</tr>
<tr>
<td>HED V95</td>
<td>Health and Wellness: Women</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>HIST V12</td>
<td>U.S. History: Focus on Chicanos</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>PSY V01</td>
<td>Introduction to Psychology</td>
<td>206</td>
<td>139</td>
</tr>
<tr>
<td>HED V93</td>
<td>Health and Wellness</td>
<td>130</td>
<td>135</td>
</tr>
<tr>
<td>HIST V04B</td>
<td>History of the Americas II</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>CJ V02</td>
<td>Concepts of Criminal Law</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>SOC V01</td>
<td>Introduction to Sociology</td>
<td>113</td>
<td>134</td>
</tr>
<tr>
<td>ART V01</td>
<td>Art Appreciation</td>
<td>86</td>
<td>67</td>
</tr>
<tr>
<td>CD V02</td>
<td>Child Growth &amp; Development</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>POLS V03</td>
<td>Intro to Political Science</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>BUS V30</td>
<td>Introduction to Business</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>HIST V18A</td>
<td>World History I</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>MATH V44</td>
<td>Elementary Statistics</td>
<td>71</td>
<td>31</td>
</tr>
<tr>
<td>SPAN V01</td>
<td>Elementary Spanish I</td>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>BUS V03</td>
<td>Introduction to Accounting</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>SOC V02</td>
<td>Social Problems</td>
<td>33</td>
<td>18</td>
</tr>
<tr>
<td>PHIL V01</td>
<td>Introduction to Philosophy</td>
<td>91</td>
<td>63</td>
</tr>
<tr>
<td>ANTH V02</td>
<td>Cultural Anthropology</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>MATH V04</td>
<td>College Algebra</td>
<td>51</td>
<td>41</td>
</tr>
<tr>
<td>HIST V01A</td>
<td>Intro to Western Civilization I</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>MUS V08</td>
<td>Music Appreciation</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>PSY V15</td>
<td>Intro to Abnormal Psychology</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td>GEOG V01</td>
<td>Elements of Physical Geography</td>
<td>54</td>
<td>73</td>
</tr>
<tr>
<td>MATH V05</td>
<td>Plane Trigonometry</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Source: VCCCD Banner System – Assessment View and Current Courses View, 4th Week Census
IV. DEMOGRAPHICS OF BASIC SKILLS STUDENTS

Of the students who were assessed during the “Fall 2011 Assessment Testing Period” and who also enrolled in fall 2011, 68% were placed at the English Basic Skills Level (as represented by the Red Line in the chart).

**Percentages of Ethnic Groups Assessing at the Basic Skills Level**

See Column E in the table below. Average for all Groups is 68% (Red Line)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Students</th>
<th>Enrolled Students</th>
<th>Basic Skills Students</th>
<th>Basic Skills Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian and Pacific Islander</td>
<td>93</td>
<td>62</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Black / African American</td>
<td>57</td>
<td>49</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,263</td>
<td>985</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>7</td>
<td>5</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Two or More Ethnicities</td>
<td>71</td>
<td>37</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>550</td>
<td>246</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Unreported</td>
<td>11</td>
<td>6</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Totals / Av. Basic Skills</td>
<td>2,052</td>
<td>1,390</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Students</th>
<th>Enrolled Students</th>
<th>Basic Skills Students</th>
<th>Basic Skills Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1,015</td>
<td>712</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,014</td>
<td>661</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Unreported</td>
<td>23</td>
<td>17</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Totals / Av. Basic Skills</td>
<td>2,052</td>
<td>1,390</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

**Age in Years**

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Students</th>
<th>Enrolled Students</th>
<th>Basic Skills Students</th>
<th>Basic Skills Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 or Under</td>
<td>646</td>
<td>442</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>18 to 19</td>
<td>1,031</td>
<td>711</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>20 to 24</td>
<td>150</td>
<td>95</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>25 to 29</td>
<td>76</td>
<td>44</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>30 to 39</td>
<td>71</td>
<td>48</td>
<td>68%</td>
<td></td>
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<tr>
<td>40 to 49</td>
<td>57</td>
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<td>60%</td>
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<tr>
<td>50 or Over</td>
<td>21</td>
<td>16</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Totals / Av. Basic Skills</td>
<td>2,052</td>
<td>1,390</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

Source: VCCCD Banner System – Assessment View and Current Courses View, 4th Week Census
TEST TAKING TIPS

When an exam is announced, make sure you:

- Know what materials (chapters, class notes, handouts, etc.) will be covered, and organize them by topic.
- Know what kind of test it will be: Essay, Objective (true/false, multiple choice, fill in the blank, matching type), or Problem-Solving.
- Find out as much as possible about scoring, nature and format of the questions.
- Prepare study questions based on sample tests, previous quizzes, lecture notes, handouts, etc.
- Find out if there are sample tests or previous quizzes.
- Be sure to attend class, especially the class before the test.
- Ask questions as they come up. Get help from the teacher, classmates, and tutors.
- Try your hardest to form a study group.

Design your study approach according to the type of test:

- For an objective test, concentrate on memorizing factual details such as names, dates, formulas, facts and definitions.
- For an essay exam, concentrate on understanding general concepts, principles and theories.
- For a problem solving test, work examples of each type of problem that may appear on the test.

You should also:

1. Translate your problems into English by putting problems, equations, and formulas into words. For example: E=mc2 or Energy equals mass times the square of speed of light.
2. Use time drills – Practice working fast, work with others and time each other.
3. Review formulas – Right before the test, review any formulas you will need. Then quickly write them down on the exam just before you start working on the problems.

Plan for study time:

- Schedule regular, short, focused reviews with short breaks in between. This method works much better than late night cram sessions!
- Make a final comprehensive review on the night before the test.
- But...go to bed early, so you are mentally and physically alert. Force worry out, be positive!

What to do during the test:

- Arrive early.
- Give yourself time to relax and be prepared.
- Before you start writing, make a brief outline on the paper.
- Make sure you know what the question is asking. Verbs like “illustrate”, “list”, “define”, “compare”, “trace”, “explain”, and “identify” require different types of answers.
- If taking a Scantron test: always use a #2 pencil; purchase your answer sheets well ahead of time; try to answer each question; double check answer lines with your straight edge; and erase completely and thoroughly when changing answers.
- Make certain you fully understand the test directions before answering any part of the test.
- If you reach a question and forget something, don’t panic, go on and return to it later.
- Do not feel uncomfortable if other students finish before you.
- Don’t try to be the first one to leave, if you have any time left check over your answers.
Taking Essay Tests:
- Read all the questions rapidly. Write down any important facts or ideas. This can prevent answers from overlapping. Make sure you answer all parts of the question.
- Estimate how much time you will have for each question. Do this by determining the level of difficulty and importance.
- Keep track of your time so you don’t spend too much time on one question. You can jot the time done on the test.
- Answer the easiest questions first.
- Concentrate on one question at a time.
- Before you start writing, make a brief outline on the paper.
- Get to the main points immediately. The essay is graded on what you need to say and not on how much you say.
- Include factual details to support your answer when appropriate.
- Write legibly and make corrections neatly.
- Leave plenty of space between your answers to add information. You can raise your grade by adding last minute information and by correcting careless errors.
- If you run into a question that you can’t answer right away, leave it to be answered last.
- Don’t leave any question blank, do your best even if it is a partial answer.
- Take time to go over your answers for accuracy.
- Check spelling, grammar, syntax, spelling and punctuation.

Taking Problem-Solving Tests:
- Review your formulas just before the test. Once you have the exam in your hands, on the actual test write down any formulas, equations, and rules that are difficult to remember. Do it before working on a problem to avoid confusion.
- Analyze before you compute. Set up the problem before you begin to solve it.
- When you take the time to study a problem you can frequently find shortcuts.
- Draw a picture or diagram if you are stuck.
- If you are unable to work a problem, go on to the next one and come back to work on it if time allows.
- Check your work systematically. Ask yourself: Did I read this correctly?; Did I use the correct formula or equation? Is my arithmetic correct?
- Avoid the temptation to change your answer at the last minute, unless you are sure it is correct.
- Even if you know that your answer is incorrect, turn your work in because you might be given partial credit.
- Show all the steps in answering the problem and clearly identify the final result, making it easy to identify.

Taking Objective Tests:
- Answer all questions without skipping or jumping around.
- Guess if you have to. Don’t leave blanks, unless your instructor has indicated that you will lose points by answering incorrectly.
- If you have to guess, choose the longest answer.
- In multiple-choice anticipate the answer and then look for it.
- Look for answers to questions in other questions.
- If among several answers two are similar, except for one or two words, choose one of those two answers.
- Do not waste too much time on any particular question. Mark it and return later as time permits. Be very aware of questions that have negatives such as "NOT" or "NEVER", as they might be tricky. Those sentences with double or triple negatives must be read very carefully to assure complete understanding.
- Questions with absolute qualifiers, such as "always" or "never" usually indicate a false statement.
Taking Objective Tests (continued):

- Check for qualifying words such as "ALMOST-SOME-NONE", "ALWAYS-USUSALLY- SELDOM-NEVER", "BESTWORST", "HIGHEST-LOWEST", OR "SMALLEST-LARGEST". When you see one of these qualifiers test to see if it is true by substituting another qualifier. If your substitution makes a better statement the question is false, if the substitution does not make a better statement, the question is true. For example: Birds always fly (false); Birds usually fly (true) Birds seldom fly (false); Birds never fly (false). Obviously there are some birds that do not fly, so the answer is usually.
- Watch for modifying or limiting phrases inserted into true-false questions. If one part of the T/F question is wrong, then the whole question is FALSE. (i.e., the statement "John F. Kennedy, killed in 1965, was the 35th President of the USA" is false. Although he was indeed the 35th president, he was actually killed in 1963).
- Be alert for multiple ideas or concepts within the same true-false statement. All parts of the statement must be true or the entire statement is false.
- If the question states "All the above" or "None of the above" then the answer is rarely correct.
- If the answer calls for a sentence completion (fill in the blank or multiple choice) eliminate the options that would not form grammatically correct answers.
What's Your Learning Style

Question 1
When you study for a test, would you rather
a) read notes, read headings in a book, and look at diagrams and illustrations.
b) have someone ask you questions, or repeat facts silently to yourself.
c) write things out on index cards and make models or diagrams.

Question 2
Which of these do you do when you listen to music?
a) daydream (see things that go with the music)
b) hum along
c) move with the music, tap your foot, etc.

Question 3
When you work at solving a problem do you
a) make a list, organize the steps, and check them off as they are done
b) make a few phone calls and talk to friends or experts
c) make a model of the problem or walk through all the steps in your mind

Question 4
When you read for fun, do you prefer
a) a travel book with a lot of pictures in it
b) a mystery book with a lot of conversation in it
c) a book where you answer questions and solve problems

Question 5
To learn how a computer works, would you rather
a) watch a movie about it
b) listen to someone explain it
c) take the computer apart and try to figure it out for yourself

Question 6
You have just entered a science museum, what will you do first?
a) look around and find a map showing the locations of the various exhibits
b) talk to a museum guide and ask about exhibits
c) go into the first exhibit that looks interesting, and read directions later

Question 7
What kind of restaurant would you rather not go to?
a) one with the lights too bright
b) one with the music too loud
c) one with uncomfortable chairs

Question 8
Would you rather go to
a) an art class
b) a music class
c) an exercise class

Question 9
Which are you most likely to do when you are happy?
a) grin  
b) shout with joy  
c) jump for joy

**Question 10**  
If you were at a party, what would you be most likely to remember the next day?  
a) the faces of the people there, but not the names  
b) the names but not the faces  
c) the things you did and said while you were there

**Question 11**  
When you see the word "d - o - g", what do you do first?  
a) think of a picture of a particular dog  
b) say the word "dog" to yourself silently  
c) sense the feeling of being with a dog (petting it, running with it, etc.)

**Question 12**  
When you tell a story, would you rather  
a) write it  
b) tell it out loud  
c) act it out

**Question 13**  
What is most distracting for you when you are trying to concentrate?  
a) visual distractions  
b) noises  
c) other sensations like, hunger, tight shoes, or worry

**Question 14**  
What are you most likely to do when you are angry?  
a) scowl  
b) shout or "blow up"  
c) stomp off and slam doors

**Question 15**  
When you aren't sure how to spell a word, which of these are you most likely to do?  
a) write it out to see if it looks right  
b) sound it out  
c) write it out to see if it feels right

**Question 16**  
Which are you most likely to do when standing in a long line at the movies?  
a) look at posters advertising other movies  
b) talk to the person next to you  
c) tap your foot or move around in some other way
Three Different Learning Styles

Visual Learners:
If you scored mostly a's you may have a visual learning style. You learn by seeing and looking.

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

Auditory Learners:
If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

Kinesthetic Learners:
If you had mostly c's, you may have a kinesthetic learning style. You learn by touching and doing.

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back
STUDY TIPS FOR LEARNING STYLES

STUDY TIPS FOR VISUAL LEARNERS
Visual Learners should try to make use of diagrams and charts while they study. This is becoming easier as there is now so much educational material put in these formats.

Copy down all the diagrams you can
If a teacher draws a diagram on the whiteboard – copy it down.

Watch videos
Videos are great resources for Visual Learners. Which is why it’s fantastic that there are now so many freely available educational videos online.

Use highlighters
Visual Learners love using highlighters. They make things bright and colorful while making the important bits stand out.
When making their own notes they should develop their own highlighting system.
Consistently highlighting certain types of facts in predefined colors will help Visual Learners sort out where facts sit in their heads.

Use flash cards
While flash cards are a fantastic learning technique for Kinesthetic Learners, they can also be a great way for Visual Learners to study.

Replace words with symbols or initials
This simple tip can help speed up the process of making study notes. It also gets Visual Learners to associate symbols with concepts, rather than words – increasing the strength of association.

Study Tips for Auditory Learners
Auditory learners should try to incorporate study techniques that have them either listening to information and repeating it out loud.

Ask questions
All auditory learners should aim to ask questions during a lesson. Even a simple question will greatly increase information retention. This way, their teacher will put an idea into words, or paraphrase what they’ve been saying.
Use word association
Word association can be a great way to learn facts and lines. Auditory learners make better connections when facts can be repeated out loud – especially when in a memorable fashion.

Repeat aloud
Auditory learners can benefit from repeating information out loud to themselves. Even better than pure repetition would be to paraphrase, or pick out the main points of what they’ve just learnt and say it to themselves.

Participate in discussions
Teaching others is the best way to learn!

Study Tips for Kinesthetic Learners
Kinesthetic learners should use study techniques that take advantage of their very hands-on brain.

Use flash cards
Flash cards make kinesthetic learners turn simple recall into a game. This makes them perfect for kinesthetic learners.
Simply write a question or topic suggestion on one side of a card, and the answer or a list of details they should remember on the other side.
The beauty of flash cards is that you can use them by yourself or with others. This easily allows you to take an active part in your child’s study while making it more fun for them.

Study in short blocks
Kinesthetic learners tend to have a relatively short attention span when they’re studying. But this doesn’t mean they shouldn’t be doing just as much study as everyone else. They should break their study up into shorter periods, but also take shorter breaks.

Use plenty of examples when writing study notes
Many main points and concepts can be demonstrated with examples. Kinesthetic learners tend to make better associations with the examples than just the plain facts.

Study with other people
Kinesthetic learners enjoy discussion. Talking about what they’ve learnt is often a great way to consolidate what they’ve learned.

Do something while you study
Tap a pencil, squeeze a stress ball, or do something to occupy the want to do something with their hands without becoming a distraction.
Professor Albert Chen, Sociology

During the first week of class, I like to use the short story, "The Ones Who Walk Away From Omelas" by Ursula Le Guin. I use the story during the first week of class because it really helps introduce the idea of "Sociological Imagination." Depending on the size of the class, I like to divide students into groups of 3 to 5 people. With a designated reader from each group, the story is read aloud together as a class.

Once the class has read the story, I’ll lead a class discussion for a summary of the story and description of Omelas. From there, I’ll ask that students share within their groups whether, "They as an individual would stay or leave the city of Omelas and why?"

Allowing time for the groups to discuss, I’ll continue the class discussion by doing a show of hands survey of who would stay and who would leave. Usually 80 to 90% of the class votes that they would leave. I allow time for students to share with the class why they would stay and why they would leave. Because the class is usually biased to leaving, I’ll make the argument for staying.

I’ll ask a second question, "Why would I share this story with a sociology class during the first week of the semester."

Hopefully by this time, students will have connected the story of Omelas to our own society. That there is poverty, homelessness and suffering all around us. Right in our own backyard. That we as a classroom benefit from social injustices. The example of migrant workers working long hours in the fields to provide us fruits and vegetables. Sweatshops in China providing the clothing on our backs. That everytime I go to the pier, I see homeless people next to the public restroom.

I make the connection that while it is very easy for us to pass judgment on Omelas, that sometimes we have to put aside our own biases to properly address our own situations.
Spanish Scaffolded Activity:

The purpose of this activity is to introduce the meaning of high-frequency Spanish verbs and their first-person forms. The verbs appear in bold and are used in sentences that include many cognates so as to ensure the sentences are highly comprehensible, even to students with little Spanish. The students are asked to match the sentences with their corresponding images. Using highly comprehensible language encourages students and demonstrates the use of familiar vocabulary.

The questions in the second exercise use the same verbs from the previous activity and ask students to indicate how often they do the mentioned activity. The purpose of this exercise is for students to see the same vocabulary used in a different context and different form (second person). After reading the questions the students mark the column to indicate the frequency of their activities. Once they have read and answered the questions, they ask a classmate the question and practice answering the questions in the first person form so as to hear the verbs in two forms repeatedly. In the last step of this activity, the students answer the questions in written form, using the information that they exchanged orally with their partner. In the final writing section, the students practice writing the first person, third person, and second person plural forms.

The third page is a reference sheet for students. It reviews the conjugation pattern for every subject of verbs similar to those introduced in the previous activities.
Match the image with its corresponding expression.

**Elena:**

1. [Image]
2. [Image]
3. [Image]
4. [Image]

5. [Image]
6. [Image]
7. [Image]
8. [Image]

9. [Image]
10. [Image]
11. [Image]
12. [Image]

- Come pizza.
- Regresa a casa.
- Hace ejercicio aeróbico.
- Se levanta a las 8:00.
- Trabaja en un laboratorio.
- Se acuesta a las 11:00.
- Desayuna café con leche.
- Da un paseo con su perro.
- Estudia para sus clases.
- Juega con el perro.
- Asiste a clase.
- Lee su correo electrónico.

**Tomás**

1. [Image]
2. [Image]
3. [Image]
4. [Image]

5. [Image]
6. [Image]
7. [Image]
8. [Image]

9. [Image]
10. [Image]
11. [Image]
12. [Image]

- Sale de la oficina a las 5:30.
- Habla por teléfono.
- Escucha música y estudia.
- Se despierta a las 8:30.
- Cena con amigos en un restaurante.
- Se duerme en clase.
- Mira la televisión.
- Se acuesta a la 1:00.
- Almuerza en la cafetería.
- Asiste a una clase a las 6:00.
- Lee el periódico.
- Va en carro a la oficina.
Capítulo 3: ¿Con qué frecuencia?

Paso 1: Read the following questions and indicate how frequently you do the following activities. Check the column that applies to you.

<table>
<thead>
<tr>
<th>¿Con qué frecuencia...?</th>
<th>siempre</th>
<th>con frecuencia</th>
<th>a veces</th>
<th>casi nunca</th>
<th>nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Ves la televisión?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Sales a cenar con amigos?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Juegas al básketbol?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Vas al cine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Lavas tu carro?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Haces ejercicio?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Preparas la cena?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Comes en la cafetería?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Escuchas música mientras <em>(while)</em> estás estudiando?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Visitas sitios Web en el Internet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paso 2: Ask a classmate the questions and check the column that applies to him/her. For hints on how to answer the questions see “Actividad 4” on page 122 of your textbook.

Paso 3: Answer the following questions using the information you found out from the previous interviews.

1. ¿Con qué frecuencia ves la televisión?

2. ¿Con qué frecuencia vas al cine con tus amigos?

3. ¿Con qué frecuencia hace ejercicio tu compañero(a) de clase?

4. ¿Con qué frecuencia prepara la cena tu compañero(a) de clase?

5. ¿Qué actividad hacen ustedes (tu compañero(a) de clase y tú) frecuentemente?
### Capítulo 3: Talking about Habitual Actions - Present Tense Conjugations

<table>
<thead>
<tr>
<th>Verbos regulares:</th>
<th>Hablar (to talk)</th>
<th>Estudiar (to study)</th>
<th>Comer (to eat)</th>
<th>Leer (to read)</th>
<th>Escribir (to write)</th>
<th>Vivir (to live)</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>hablo</td>
<td>estudio</td>
<td>como</td>
<td>leo</td>
<td>escribo</td>
<td>vivo</td>
</tr>
<tr>
<td>tú</td>
<td>hablas</td>
<td>estudias</td>
<td>comes</td>
<td>lees</td>
<td>escribes</td>
<td>vives</td>
</tr>
<tr>
<td>él/ella/usted</td>
<td>habla</td>
<td>estudia</td>
<td>come</td>
<td>lee</td>
<td>escribe</td>
<td>vive</td>
</tr>
<tr>
<td>nosotros</td>
<td>hablamos</td>
<td>estudiamos</td>
<td>comemos</td>
<td>leemos</td>
<td>escribimos</td>
<td>vivimos</td>
</tr>
<tr>
<td>ellos/ellas/ustedes</td>
<td>hablan</td>
<td>estudian</td>
<td>comen</td>
<td>leen</td>
<td>escriben</td>
<td>viven</td>
</tr>
</tbody>
</table>

### Otros Verbos Regulares:

**Verbos -ar:**
- Llevar
- Usar
- Viajar
- Nadar
- Patinar
- Practicar
- Andar
- Lavar
- Limpiar
- Mirar
- Almorzar (ue)
- Charlar
- Regresar
- Esquiar

**Verbos -er:**
- Bailar
- Cenar
- Desayunar
- Cocinar
- Acampar
- Trabajar
- Descansar
- Levantar
- Tomar
- Comprar
- Tocar
- Caminar
- Preparar

**Verbos -ir:**
- Correr
- Coser
- Querer (ie)
- Dormir (ue)
- Preferir (ie)
- Abrir
- Describir
- Ver
- Beber
- Asistir
- Recibir
- Decidir

### Verbos irregulares:

<table>
<thead>
<tr>
<th>Verbos irregulares:</th>
<th>Ser (to be)</th>
<th>Ir (to go)</th>
<th>Hacer (to do/to make)</th>
<th>Salir (to go out)</th>
<th>Jugar (to play)</th>
<th>Tener (to have)</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo</td>
<td>soy</td>
<td>voy</td>
<td>hago</td>
<td>salgo</td>
<td>juego</td>
<td>tengo</td>
</tr>
<tr>
<td>tú</td>
<td>eres</td>
<td>vas</td>
<td>haces</td>
<td>sales</td>
<td>juegos</td>
<td>tienes</td>
</tr>
<tr>
<td>él/ella/usted</td>
<td>es</td>
<td>va</td>
<td>hace</td>
<td>sale</td>
<td>juega</td>
<td>tiene</td>
</tr>
<tr>
<td>nosotros</td>
<td>somos</td>
<td>vamos</td>
<td>hacemos</td>
<td>salimos</td>
<td>jugamos</td>
<td>tenemos</td>
</tr>
<tr>
<td>ellos/ellas/ustedes</td>
<td>son</td>
<td>van</td>
<td>hacen</td>
<td>salen</td>
<td>juegan</td>
<td>tienen</td>
</tr>
</tbody>
</table>
Using the floor area, a cube, and your body, you are to create a physical representation of an animal for each of the 20 words. You will say each word as you physically create its image, then create a transition, and continue to the next word, physical representation, and transition. You will present a sequence of words, actions, and transitions that seamlessly move you through all 20 words from “aggressive” to “parodying”. Use the words in the order they are printed.

1. AGGRESSIVE 11. ELOQUENT
2. FRIENDLY 12. DRAMATIC
3. DESCRIPTIVE 13. ENTERPRISING
4. INQUISITIVE 14. LYRIC
5. KINDLY 15. SIMPLE
6. INSOLENT 16. RESPECTFUL
7. CAUTIOUS 17. RUSTIC
8. THOUGHTFUL 18. MILITARY
9. PEDANTIC 19. PRACTICAL
10. FAMILIAR 20. PARODYING

This assignment is worth 10 points

<table>
<thead>
<tr>
<th>10 points</th>
<th>8 points</th>
<th>6 points</th>
<th>3 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full sequence of words, active representation of animals, and transitions presented seamlessly without hesitation</td>
<td>Most of the words and animal representations presented without hesitation</td>
<td>Some good uninterrupted sequences of animal representations</td>
<td>Presentation of singular animal images with help</td>
<td>You try to do the assignment</td>
</tr>
<tr>
<td>Use of body in multiple ways to represent a variety of animals in a variety of circumstances</td>
<td>Use of a few body positions to represent the animals and circumstances</td>
<td>Body too similar throughout images</td>
<td>Little use of the body to convey imagery</td>
<td></td>
</tr>
<tr>
<td>Clear and specific physical transitions taking you from one image to the next</td>
<td>Many clear and specific transitions</td>
<td>Some transitions clear; some vague</td>
<td>No sense of transition or forward motion from image to image</td>
<td></td>
</tr>
<tr>
<td>Understandable, clear, projected, articulate voice</td>
<td>Most of the words are understood and clear</td>
<td>Audible voice</td>
<td>Muted and inarticulate voice</td>
<td></td>
</tr>
<tr>
<td>Full use of the space</td>
<td>Use of most of the space</td>
<td>Use of part of the space</td>
<td>Limited use of space</td>
<td></td>
</tr>
<tr>
<td>Use of the cube in a variety of specific ways to accommodate your actions</td>
<td>Meaningful use of the cube most of the time</td>
<td>Use of the cube some of the time</td>
<td>Ineffective use of the cube</td>
<td></td>
</tr>
</tbody>
</table>
Video Review (Stepping Stones)

Students are required to complete and submit this form for each Stepping Stones video.

Date:

Title of this Lesson:

List and **UNDERLINE** the topic of each segment of the video and two or three key points of each topic, using full sentences.

What is the most interesting or valuable thing that you learned?

How could you use the information in this video in **working** with children/families? (Be specific)

Do you have any questions about the content of the video?
less likely to be confused with other ducks, and therefore a better cue to the target memory.

**Retrieving Memories**

How can students ensure that what they learn is not forgotten? There are a few things students might do. One, which is explained in the table on mnemonics, is to select distinctive cues so as to decrease the likelihood that they will be ambiguous. Another way to make memories longer lasting is to distribute studying over time—in other words, don’t cram. Students will sometimes (with perverse pride) brag that they studied immediately before a test, scored well, but soon forgot what they had learned. Research bears out their boasts. **Studying at several different times means that you are used to cuing and retrieving the memory at lots of different points in time.** But if learning is all crammed into the same time, you have always cued and retrieved the memory during the same time. When you cram, the memory becomes associated with the particular time you study, making the memory harder to retrieve later on (although this is not the only factor). But if you distribute studying, the memory doesn’t have that association because you keep studying it at different times. Naturally, this sound advice—study early and often—is difficult for students to follow. Small wonder that most books on study skills have a chapter on time management.

The final strategy to avoid forgetting is to overlearn. Students know that they forget, so if they study just to the point that they know the material, what will happen when they take a quiz the next day? Some forgetting will have occurred—they won’t know the material as well as they did the night before. This should be obvious to students once it’s pointed out to them—but just as students tend to overestimate how complete their learning is, they also tend to underestimate their own forgetting. The solution is straightforward. **Students should study until they know the material and then keep studying.** How long they should continue studying depends on how long they hope to retain the material, how they will be tested, and other factors, but a good rule of thumb is to put in another 20 percent of the time it took to master the material.

This advice—to continue studying after you know the material—requires that you can accurately gauge how complete your knowledge is. What can be done to help students better know what it is they know? **The most important advice for them is to test themselves the way they will be tested.** Students tend to gauge their knowledge based on their feeling-of-knowing; as they “read over their notes,” they get an increasing feeling of familiarity. But a feeling of familiarity is not the same thing as being able to reproduce the material on a test. How many teachers have heard a student say, “I know it, I just can’t explain it”? Most likely, the student understands it when you explain it, but doesn’t understand it well enough to explain it herself. The best way to test oneself is to explain the material to another person, ideally one who can ask sensible follow-up questions. This method will provide a much better metric for the student as to what she really knows. As an added bonus, testing yourself in this manner helps the material stay in memory.

Mnemonics work largely (but not exclusively) by giving you something to think about and a good cue. Imagery is helpful because it makes cues less ambiguous. When you create a visual image of a duck, you must think of a particular duck. The details make the duck more distinctive, and therefore a better cue to the target memory.

The box below summarizes the three principles of memory and the corresponding recommendations. Much more could be written about memory, but the topic can quickly become overwhelming. The three principles discussed here are the most important for students. Naturally, these principles will be more meaningful to your students if they see them in action, so see page 24 for some classroom demonstration ideas.

---

1. **Memories are formed as a residue of thought.**
   - If you want to remember what things mean, you must select a mental task that will ensure that you think about their meaning.
   - If what you want to remember has little meaning, use a mnemonic.

2. **Memories are lost mostly due to missing or ambiguous cues.**
   - Make your memories distinctive.
   - Distribute your studying over time.
   - Plan for forgetting by continuing to study even after you know the material.

3. **Individuals’ assessments of their own knowledge are fallible.**
   - Don’t use an internal feeling to gauge whether you have studied enough. Test yourself, and do so using the same type of test you’ll take in class.

*(Additional resources and endnotes on page 44)*
In her classes, Lauri Moore, Sociology uses this as an icebreaker/awareness tool. In small groups list the differences between College and High School.

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have to ask to go to the bathroom</td>
<td>You don’t</td>
</tr>
</tbody>
</table>
Chapter 4
Section 4.1
Define the following terms
- Categorical Proposition
- Subject Term
- Predicate Term
- Quantifiers
- Copula

Section 4.2
Define the following terms
- Quality
- Quantity

<table>
<thead>
<tr>
<th>Proposition</th>
<th>Meaning in class notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All S are P</td>
<td>Every member of the S class is a member of the P class; that is, the S class is included in the P class</td>
</tr>
<tr>
<td>No S are P</td>
<td></td>
</tr>
<tr>
<td>Some S are P</td>
<td>At least one member of the S class is a member of the P class</td>
</tr>
<tr>
<td>Some S are not P</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposition</th>
<th>Letter Name</th>
<th>Quantity</th>
<th>Quality</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>All S are P</td>
<td></td>
<td>Universal</td>
<td>Affirmative</td>
<td></td>
</tr>
<tr>
<td>No S are P</td>
<td>E</td>
<td></td>
<td></td>
<td>S &amp; P</td>
</tr>
<tr>
<td>Some S are P</td>
<td>Particular</td>
<td></td>
<td></td>
<td>none</td>
</tr>
<tr>
<td>Some S are not P</td>
<td>O</td>
<td></td>
<td>Negative</td>
<td></td>
</tr>
</tbody>
</table>
Section 4.3
  • Boolean Standpoint

Modern Square of Opposition

Venn Diagrams
Prof. Debbie Newcomb, Business

**SEND AN EMAIL TO THE INSTRUCTOR**

After the 4th week of class, I have them send me an email answering these questions. It allows me to offer help and resources to them before it is too late for them to succeed.

E-mail must answer these questions:

1. Have you been in class EVERY day?
2. Have you been on time EVERY day?
3. What is your strongest study skill?
4. What do you need the most help with?
5. Do you have a study partner or study group? Have you considered getting one?
6. What will be your strongest quality as an employee?

**Student Self-Assessment**

This form was adapted from a college that used it to have students do self-assessments throughout the semester on their performance in a long-term group project. I adapted it for use in courses where students need more focus on how to succeed in passing the course and preparing for the workplace. It can easily be adapted for use in assessing participation in any group project or research project.

**College Success and Career Readiness Lessons, Handouts, and Self-Assessments.**

http://www.cacareercafe.com

Some of the resources found at this site include these:

Learning Style Quiz:


Procrastination Quiz

http://www.queendom.com/tests/access_page/index.htm?idRegTest=3046

Assignment Calculator

http://www.lib.umd.edu/UES/freecalc/
### STUDENT SELF-ASSESSMENT

**Student:** __________________________

**Scale:**
- 4 points = Exceeds expectations
- 3 points = Meets expectations
- 2 points = Approaching expectations
- 1 point = Needs more work

<table>
<thead>
<tr>
<th>SOFT SKILLS</th>
<th>WEEK 5</th>
<th>WEEK 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUNCTUALITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrives on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returns from lunch on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESPONSIBILITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes notes during all lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps work area neat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brings required materials to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for extra help when needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use study aids, such as flashcards, to help learn material</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY &amp; STRONG WORK ETHIC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows up for class every day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turns in all work on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work is high quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is prepared for tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TIME MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes time for studying and homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays focused and on task during class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEAM PLAYER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works well in groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps others as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>POSITIVE ATTITUDE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believes you will succeed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages other students, especially when they are frustrated</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL BEHAVIOR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses professional language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is polite and respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VENTURA COLLEGE
Criminal Justice Department
PROFESSOR: Ted O. Prell

Course Title: ____________________________________________

Course Number: ____________________________

Identify someone in the class that you can depend on to take notes, get out-of-class assignments, turn your assignments in for you and gather handout material for you should you miss a class. It is up to you to identify other sources for obtaining the information. If you didn’t get the handouts or other information when it was delivered in class it is your responsibility to identify someone to get the material for you and be prepared for the next class.

I **will not** keep handout material past the next class meeting. It is your responsibility to obtain copies should you be absent from class. **Do not** email me to get copies of assignments, handouts etc.

The below is provided for your convenience to ensure you are able to collect all relevant material from this class.

1. Name: ____________________________________________

   Contact information: ____________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

2. Name: ____________________________________________

   Contact information: ____________________________________

   ______________________________________________________

   ______________________________________________________

3. Name: ____________________________________________

   Contact information: ____________________________________

   ______________________________________________________

   ______________________________________________________
On each of the next two slides you will find a paragraph describing Community Policing. Take a few minutes and read those two paragraphs. As you read them circle no less than five (5) words you think are interesting in each of those slides and write those words on a separate piece of paper. Be sure your name is on that paper.

Write a paragraph on each of the two paragraphs below describing, in your own words, what they mean.

- The essence of community policing is to return to the day when safety and security are participatory in nature and everyone assumes responsibility for the general health of the community – not just a select few, not just the local government administration, not just the safety forces, but absolutely everyone living in the community.

- Community policing in its simplistic form is the development and fostering of a work relationship and a cooperative spirit between community and its law enforcement agency to better serve the community’s needs and service expectations. It encourages and promotes to the maximum extent possible, an environment of safety and security for all persons residing in the community, working in the community or merely passing (traveling) through it.

These two paragraphs are due the next class meeting.
Time Management Exercise (Professor S. Lall)
during the first week of classes

After reviewing the course syllabus outlining the instructor’s expectations (especially the section explaining the number of hours the student should expect to devote to the course outside of attending class), allow students twenty minutes to assess their own schedules with this individual and group exercise. The individual work can be assigned as homework to save time in class.

Individual work:

1.) Students will need four different colored writing tools (blue and black pens, pencil, highlighter). A teacher can bring a case of crayons or highlighters to class to help out.
2.) Tell students to write out the numbers 1 a.m. to “12 noon” and 1 p.m. to “12 midnight” down the left margin of a sheet of paper and then write out the letters S, M, T, W, Th, F, Sat across the top of the page.
3.) Using one color (blue pen), students should fill in the times they are required to be physically present in each of their classes and the time it takes to get ready for and commute to campus. Students should use this same color (blue pen) to block off the time they are expected to devote to studying for each of their classes (usually between one to two hours for every one hour spent in class).
4.) Using another color (pencil), students should fill in their work schedules, blocking off the times they are required to be at work and the time it takes to get ready for and commute to work.
5.) If students have daily or weekly family commitments, they should use another color (black pen) to block these times off on their schedules.
6.) Using a highlighter, students should mark off at least 7 hours (preferably 8) for sleep somewhere on their schedules. They should also mark off some time for breakfast, lunch and dinner (using the highlighter).

Group Work:

7.) Put students into groups of four to share their schedules, discuss what they do for leisure and/or extracurricular activities, and whether the group members even have enough time for these activities.
8.) On a single sheet of paper, have each group write down the number of students (in the group) who have made enough time for the units they are taking (considering both in-class and expected out-of-class commitment). Have students report to the class at large: how many group members have enough time in the day for studying?

The purpose of this exercise is to allow students to work in groups to “digest” the ideas presented in a syllabus, especially the instructor’s expectations with regard to the time students should devote to the class in order to be successful. Hearing this information from a teacher and working through this information with others in the class achieve a very different effect. Here is a comic strip that can be shared during group work.

![Comic Strip](Image)
Best Practices: Integrate Basic Skills to Support Content Area Learning

To help students develop textbook reading and management skills, devote some time at the onset of the semester to survey your textbook with your class. Review the table of contents and organization of chapters. Note important features and resources; glossaries, appendices, indices. This will help you introduce course content as well. Identify chapters or sections that are most valuable to you. Help students develop content schema by previewing chapters before assigning them. Teach students to turn headings and subheadings into questions before reading. Point out vocabulary sections, end-of-chapter questions, important visuals, and summaries. Present other questions prior to reading, so that their reading process is purposeful and directed. While discussing the content, demonstrate how students can annotate sections and make marginal notes, or create charts or graphs from the content.

I love using “low stakes” writing activities in my classes. They serve both as icebreakers and springboards for discussion. Exploratory writing helps students access their prior knowledge before reading or studying a topic, and reflect upon it after. Activities can be responses to simple questions you ask your students, or you can enhance the structure with a prompt, opening sentence, format model, or close portion.

You don’t need to grade these! You may choose to collect them and respond personally. You might choose to model one or two key formatting or compositional issues you think students would benefit from. Or, the response can be read aloud, shared in pairs, small groups, or with the entire class to get everyone involved. The writing stimulates the thinking and the thinking stimulates the writing.

This tip is excerpted from an article published in the National Education Association’s journal Higher Education Advocate (December 2009) and can be found at the following address: http://www.nea.org/home/37446.html#
First Day Ice-breaker (Prof. Kelly Peinado)

This is an easy first day icebreaker that needs no special materials, and can be done in 30 minutes or less if you are short on time.

**Part I:** Ask each student to get out a piece of notebook paper and create two columns, one for names and one for “an interesting fact.” Insist that students stand and walk around for this activity. The object is for each student to meet as many people as possible in the time allowed (perhaps 15 minutes?) and write down each person’s name and the “interesting” fact that each person tells about him/herself. **Important:** people cannot repeat the same fact about themselves over and over: they have to think of something new each time.

It helps for the teacher to model the activity first with one or two students, showing that everyone needs to come up with a new piece of information about him/herself each time. You might also mention the kind of information that works well. People can share:

- Something they did during summer or winter break
- Something about family: how many siblings, how many kids, etc.
- Special interests or skills: sports they play, languages they speak, hobbies, prizes they have won
- **Specific** favorites in music, films, or books.
- A favorite trip they have made, or would like to make

In 15 minutes, most students will have met and jotted down information on 4 or 5 students. You can allow more time if you want, of course.

**Part II:** Once everyone sits down, start calling off names from your roll sheet. Ask, “Who talked to so-and-so? What did she tell you about herself?” Everyone who talked to that person should speak up. Usually, fun information comes up and interesting coincidences occur as I go down the list. If you participate (which I recommend), students like reporting what they have learned about you.

I don’t go through the whole roll sheet, as it takes too long and may get a bit old. You can do half the roll sheet one day, and half the next, or just leave it as a sampling of names the first day.
Quick & Easy Strategies for Student Success (Prof. J. Walker)

1) **Post-it:** On the first week of the semester have students find your office and put a post-it on the door to show that they know where to locate you if they have any questions or concerns or want to talk during your office hours. Because they look so artfully beautiful on my door, I leave them up all semester long.

2) **Scavenger Hunt:** Depending on your desired learning outcome, make a scavenger hunt for students to learn actively and kinesthetically. For example, I have students complete a scavenger hunt to acquire knowledge of all of the many resources available to students on campus: health center, library, tutoring, EAC, counseling, etc. This means that they actually journey to these places rather than simply look up the information online or only when a situation arises in which they need a specific resource.

3) **Library Resources Form:** Because you want your students to get the most from their library or campus resources visit, it is beneficial to create a handout with specific questions for students to record and learn information as they go. The librarians on campus will even help you out by collaborating with you on questions and types of information that will make research in the library fun and useful.
Active Reading by Amy Madsen

Instructions on using this method take about 20-30 minutes
For this method, use a pencil or pen, not a highlighter.

To use the Active Reading Method

Pre-reading
Go through the assigned reading page by page. Start by reading learning objectives, educational objectives, or rhetorical questions at the beginning of the chapter. Read anything that is a headline, is printed in color, or is in a colored box. Look at photographs and graphs or tables and read the captions below them. Read any review or quiz questions at the end of the chapter. This should only take a few minutes. The purpose of this step is to familiarize the reader with the basic concepts and vocabulary of the assigned reading.

Stop and take a short break
With a pen or pencil in hand, begin reading. At the end of each paragraph, write a very brief summary of that paragraph in the margin in the book. If the student doesn’t understand the paragraph, read it again. Look up unfamiliar words and write definitions in the margins.

In this method the only time the student will use a highlighter in their book is to highlight any ideas or words the teacher puts on the board, is in the PowerPoint slide or repeats during the lecture.

This can be done in a demonstration format by using the document cams in the MCW/MCE buildings or by scanning the first few paragraphs of the text including summary examples in margins for a PowerPoint presentation.
## Student Learning Outcomes: Rubric Worksheet

**Course Name and Number:** ENGINEERING GRAPHICS AND DESIGN ENGRV02  
**Date:** MAR, 2012  
**Faculty Participating in Meeting:** Michelle Millea  
**Student Learning Outcome:** Apply technical graphics principles to the solution of engineering problems

<table>
<thead>
<tr>
<th>Component</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Below Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine true length and percent grade of oblique lines in orthographic views</td>
<td>Accurately apply technical graphics principles and correctly use an engineers scale to determine true length and percent grade of oblique lines</td>
<td>Accurately apply technical graphics principles and correctly use an engineers scale to determine true length and percent grade of oblique lines with minor errors in technique or accuracy</td>
<td>Unable to accurately apply technical graphics principles and correctly use an engineers scale to determine true length and percent grade of oblique lines with minor errors in technique or accuracy</td>
</tr>
<tr>
<td>Use auxiliary views to determine the true length and slope angle of oblique lines</td>
<td>Accurately apply technical graphics principles to determine true length and slope angle oblique lines using auxiliary views</td>
<td>Accurately apply technical graphics principles to determine true length and slope angle oblique lines using auxiliary views with minor errors in technique or accuracy</td>
<td>Unable to accurately apply technical graphics principles to determine true length and slope angle oblique lines using auxiliary views with minor errors in technique or accuracy</td>
</tr>
</tbody>
</table>
Student Learning Outcomes: Rubric Worksheet

Course Name and Number: MATH V02
Date: 2/16/11

Faculty Participating in Meeting: Kumpf, Morales, McCain, Kolesnik, Yi, Beard, Beatty, Stowers, Archibald, Adlman, O'Neill, Bowen

Student Learning Outcomes: The student will be able to:

1. Use deductive reasoning to prove theorems;
2. Algebraically solve geometric problems;
3. Use a compass and straightedge to create geometric constructions.

<table>
<thead>
<tr>
<th>Component</th>
<th>A / Excellent</th>
<th>B / Good</th>
<th>C / Satisfactory</th>
<th>D / Below Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use deductive reasoning to prove theorems</td>
<td>Consistently use deductive reasoning to prove theorems without error</td>
<td>Consistently use deductive reasoning to prove theorems with minor procedural and/or conceptual errors</td>
<td>Use deductive reasoning to prove theorems with minor procedural and/or conceptual errors</td>
<td>Unable to use deductive reasoning to prove theorems</td>
</tr>
<tr>
<td>Algebraically solve geometric problems</td>
<td>Consistently algebraically solve geometric problems without error</td>
<td>Consistently algebraically solve geometric problems with minor procedural and/or conceptual errors</td>
<td>Algebraically solve geometric problems with minor procedural and/or conceptual errors</td>
<td>Unable to algebraically solve geometric problems</td>
</tr>
<tr>
<td>Use a compass and straightedge to create geometric constructions</td>
<td>Consistently use a compass and straightedge to create geometric constructions without error</td>
<td>Consistently use a compass and straightedge to create geometric constructions with minor procedural and/or conceptual errors</td>
<td>Use a compass and straightedge to create geometric constructions with minor procedural and/or conceptual errors</td>
<td>Unable to use a compass and straightedge to create geometric constructions</td>
</tr>
</tbody>
</table>
# Student Learning Outcomes: Rubric Worksheet

**Course Name and Number:** Spanish V01

**Faculty Participating in Meeting:** Art Sandford, Ben Somoza, and Tania DeClerck

**Student Learning Outcome:** Reading Comprehension: Having read a selection in Spanish of 70 - 100 words, the student will be able to answer 5-10 comprehension questions based on the content.

<table>
<thead>
<tr>
<th>Component</th>
<th>A / Excellent (90% - 100%)</th>
<th>B / Good (80% - 89%)</th>
<th>C / Satisfactory (70% - 79%)</th>
<th>D / Below Satisfactory (69% or below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s answers based on the content of the reading activity.</td>
<td>Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the student may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.</td>
<td>The reader can identify a significant number of contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood frequently exceeds a single phrase at a time, and rereading may be required.</td>
<td>The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.</td>
<td>Able occasionally to identify isolated words and/or major phrases when strongly supported by context.</td>
</tr>
</tbody>
</table>

Adapted from the American Council for the Teaching of Foreign Languages Proficiency Guidelines, 1999
Student Learning Outcomes: Rubric Worksheet

Course Name and Number: ___Comm V01: Introduction to Speech Communication__________ Date: __1/6/12__________

Faculty Participating in Meeting: ____________________________

Student Learning Outcome: __Organize and deliver a cohesive and authoritative Informative speech.__

<table>
<thead>
<tr>
<th>Component</th>
<th>A / Excellent</th>
<th>B / Good</th>
<th>C / Satisfactory</th>
<th>D / Below Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Student accurately follows required format with defined outline.</td>
<td>Student follows required format with a few deviations.</td>
<td>Student follows required format loosely.</td>
<td>Student does not follow given format.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Exhibits great confidence, authority, annunciation, and connects with the audience using eye contact and nonverbal.</td>
<td>Some confidence shown, including eye contact and nonverbal. Competent in topic.</td>
<td>Limited confidence and connection with the audience including eye contact and nonverbal.</td>
<td>Lack of confidence, ill prepared, over use of notes.</td>
</tr>
<tr>
<td>Content</td>
<td>Points are supported with detailed examples and thorough analysis.</td>
<td>Some points are supported with fewer details.</td>
<td>Few points given, limited support for analysis.</td>
<td>Points are not comprehensive.</td>
</tr>
<tr>
<td>Citation/Documentation</td>
<td>Excellent academic citation following MLA and APA formats</td>
<td>Some academic citation with minimal mistakes.</td>
<td>Adequate academic citations with numerous mistakes.</td>
<td>Citations not academic or accurate.</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes: Rubric Worksheet

**Course Name and Number:**  Anatomy and Physiology  ANPH V01  
**Date:** March 1, 2012

**Faculty Participating in Meeting:** Kimberly A. Jesu

**Course-Level Student Learning Outcome:** Information Competency: Find and interpret relevant information/utilize data to draw conclusions

**Program-Level SLO Supported:** Demonstrate mastery of key biological terms, processes, and techniques

<table>
<thead>
<tr>
<th>Component</th>
<th>A / Excellent</th>
<th>C / Satisfactory</th>
<th>D / Below Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will successfully identify the brachial bone correctly naming and spelling it in a written response.</td>
<td>Students correctly identify the brachial bone and use correct spelling in a written response when viewing the bone during laboratory practical testing.</td>
<td>Students correctly identify the brachial bone but are unable to use correct spelling.</td>
<td>Students are unable to correctly identify the bone.</td>
</tr>
<tr>
<td>Students will successfully recognize and name the major surface landmarks on the brachial bone and spell them in a written response.</td>
<td>Students correctly identify a major surface landmark on the brachial bone and spell it correctly.</td>
<td>Students correctly identify a major landmark but are unable to use correct spelling.</td>
<td>Students are unable to correctly identify the landmark.</td>
</tr>
<tr>
<td>Students will successfully determine whether they are viewing a left or a right bone based on the recognition of surface landmarks and learned points of articulation with other bones.</td>
<td>Students utilize correct identification of the surface landmarks on the bone to calculate the orientation of the bone relevant to other bones and determine whether they are viewing a left or right bone.</td>
<td>Students recognize points of articulation but are unable to use the information to determine whether they are viewing a left or right bone.</td>
<td>Students are unable to identify recognize points of articulation and cannot determine whether they are viewing a left or right bone.</td>
</tr>
</tbody>
</table>
### Analytic Essay Evaluation Scale

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Merit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Organization</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Wording</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Flavor</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usage</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Handwriting</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

This is the most well known of the holistic rating scales. Developed by Paul Bernard Diederich, it weights factors of content and organization more heavily than mechanics and grammar (see P. Diederich, *Measuring Growth in English*. Urbana: NCTE, 1974). You can adapt this scale by varying the weighting or the categories as necessary to reflect the emphasis of your class.

*From Classroom Resources for Instructors Using Focus on Writing: Paragraphs and Essays (2nd edition, 2011)*
Pre/Post Essay Evaluation Scale

The following variation of the Diederich scale is an instrument we have used to evaluate the in-class essays students write on the first and last day of class. Because we use this only as a pre/post comparison, we chose to weight all items equally.

Name: ___________________________ Date: ________________

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th>MIDDLE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(paper has something to say)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(clear thesis)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADEQUATE IDEA DEVELOPMENT</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(main ideas plus supporting details, examples, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNITY AND COHERENCE</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(logical transitions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPROPRIATE DICTION AND FORMALITY</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(avoidance of clichés, overused words, jargon)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD USAGE</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(written, not spoken, English)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LOW</td>
<td>MIDDLE</td>
<td>HIGH</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td><strong>SENTENCE VARIETY</strong></td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(mixture of simple and complex)</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>SENTENCE CORRECTNESS</strong></td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(avoidance of fragments, run-ons, comma splices)</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>VERB CORRECTNESS</strong></td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(endings, formation, agreement)</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>BASIC MASTERY OF MECHANICS</strong></td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(punctuation, capitalization, spelling)</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL COMMENTS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standards for Analytical Grading

90–100  An A paper must engage the reader’s interest and show strength in all areas of composition: clear, logical ideas; original thought; careful word choice and effective phrasing; no serious errors; and concentration on a main purpose, with strong development and support.

80–89  A B paper shows strength in most areas of composition: a clearly stated central purpose; logical and adequate development; and few serious or careless errors. Although showing competence, the B paper lacks the original thought and style that characterize the A paper.

70–79  A C paper must be satisfactory, with a worthwhile central idea. Although it may be organized clearly and logically, its paragraphs may not be as fully developed as those in a B paper. It avoids serious errors in the use of English and may, in fact, have few marked errors, but it lacks the clarity of thought and expression to be considered above average.

60–69  A D paper indicates below-average achievement in expressing ideas correctly and effectively. It may contain serious errors and fail to present a central idea or to develop it adequately. With more careful proofreading as well as more and better development, a D paper could receive a C.

Below 60  The F paper may have one or more of the following problems: serious errors in grammar, spelling, punctuation, and sentence structure; a missing or vague main idea; incomplete development or lack of specific support; failure to follow directions; or plagiarism.

Serious Errors:

1) Inadequate statement of main idea
2) Inadequate or illogical paragraph development
3) Awkward sentence structure
4) Incoherent sentence structure
5) Sentence fragments; run-on sentences; comma splices
6) Problems with verb form or verb tense
7) Lack of subject-verb or pronoun agreement
8) Severe punctuation problems

Errors in any of the above categories can drop your paper one letter grade.

Errors in any two of these categories can drop your paper two letter grades.

Errors in any three of these categories can drop your paper three letter grades.

From Additional Resources for Instructors
Using Choices: A Basic Writing Guide
pgs 28–31
Standards for Holistic Grading

4—Good
Organization and Development
• Clearly established main idea
• Good development with specific examples
• Logical organization
• Clear understanding of assignment
Sentence Structure
• Sentence variety
• Few major sentence errors

3—Acceptable
Organization and Development
• Clear understanding of assignment
• Established central point (but weaker than a 4)
• Attempt at organization and development
• Adequate supporting details
Sentence Structure
• Attempts sentence variety
• Weaker control over sentences than a 4

2—Needs Rewrite
Organization and Development
• Unclear or misdirected central point
• Some development but some irrelevant points
• Few organizational skills
• Assignment not fully addressed
Sentence Structure
• Little or no sentence variety
• Some problems with major sentence errors (fragments, run-ons, comma splices)

1—Needs Extensive Rewrite
Organization and Development
• No discernible central point
• Lack of development
• Little if any connection to assignment
Sentence Structure
• Seriously flawed
• Numerous major sentence errors (fragments, run-ons, comma splices)
In-Class Essay Evaluation: Pass/Fail

Although this is only one aspect of your writing ability, it is necessary for you to be able to write in timed situations, such as a long essay or short essay test.

This in-class essay is passing.

Although your essay response is passing, you might have some error patterns in your writing that you need to work on until you can master them on a timed writing test. See error patterns checked below.

Error patterns:

- sentence fragments
- fused (run-on) sentences; comma splices
- sentences difficult to understand
- verb tense, -ed ending
- subject-verb agreement
- pronoun agreement, pronoun reference
- frequent comma mistakes
- word confusion (including misuse of prepositions)
- incorrect word choice
- nonstandard English usage
- pluralization errors
- other:

This in-class essay is not passing.

The reasons are listed below:

- The paper did not meet the demands of the assignment and/or went off focus.
- There is no clear thesis sentence.
- There were problems with organization of ideas.
- Paragraphs contained more than one main idea.
- The paper had very serious editorial errors, as checked on the above list of error patterns.
Instructor Evaluation Grid  
(can be used with analytical grading)

Based on this essay, the following are some strengths and weaknesses in your writing. It is important that you work on any weaknesses noted.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Work</th>
<th>Adequate</th>
<th>Done Well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>The writing clearly takes audience into account.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>Voice/persona suits assignment well.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>Introduction is interesting.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>Thesis sentence is concise and focused.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>Conclusion offers a satisfying sense of closure.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td>Paragraph clearly contributes to the main idea of the paragraph.</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td>Paragraphs are well developed.</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td>Writing is coherent; transitional devices are used effectively for good flow.</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td>Main ideas are organized in a logical manner.</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td>Writing contains interesting, provocative ideas.</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td>Writing has satisfied focus and length requirements.</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td>Word-processing conforms to MLA format.</td>
</tr>
</tbody>
</table>

Your editing skills are weak in the following areas:  
(You may need extra help to address these problems in your writing.)

- Sentence clarity (incorrect structure, omitted words, etc.)
- Appropriate word choice
- Word confusion
- Preposition confusion
- Sentence fragments
- Run-on sentences, comma splices
- Pronoun agreement, reference
- Verb tense, -ed ending
- Verb agreement
- Commas
- Apostrophes
- Other punctuation marks (; : " ! ? — )
- Capitalization, abbreviations, numbers, underlines
- Spelling, homonyms
- Forming plurals
- Other:
BLOOM’S REVISED TAXONOMY

Creating
Generating new ideas, products, or ways of viewing things...
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding

Source: http://www.kurwongbss.eq.edu.au/thinking/Bloom/blooms.htm
<table>
<thead>
<tr>
<th>Higher-order thinking</th>
<th>Actions</th>
<th>Products</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong>&lt;br&gt;(Putting together ideas or elements to develop an original idea or engage in creative thinking).</td>
<td>Designing&lt;br&gt;Constructing&lt;br&gt;Planning, Producing&lt;br&gt;Inventing, Devising&lt;br&gt;Making</td>
<td>Film, Story&lt;br&gt;Project, Plan, New game, Song, Painting&lt;br&gt;Media product&lt;br&gt;Advertisement</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluating</strong>&lt;br&gt;(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</td>
<td>Checking, Critiquing&lt;br&gt;Hypothesising&lt;br&gt;Experimenting&lt;br&gt;Judging, Testing&lt;br&gt;Detecting, Monitoring</td>
<td>Debate, Panel&lt;br&gt;Report&lt;br&gt;Evaluation&lt;br&gt;Investigation&lt;br&gt;Verdict, Conclusion&lt;br&gt;Persuasive speech</td>
<td></td>
</tr>
<tr>
<td><strong>Analyzing</strong>&lt;br&gt;(Breaking information down into its component elements).</td>
<td>Comparing, Organising&lt;br&gt;Deconstructing&lt;br&gt;Attributing, Outlining&lt;br&gt;Structuring, Integrating</td>
<td>Survey, Mobile&lt;br&gt;Database, Abstract, Report, Graph, Chart&lt;br&gt;Spreadsheet Checklist, Outline</td>
<td></td>
</tr>
<tr>
<td><strong>Applying</strong>&lt;br&gt;(Using strategies, concepts, principles and theories in new situations).</td>
<td>Implementing&lt;br&gt;Carrying out&lt;br&gt;Using&lt;br&gt;Executing</td>
<td>Illustration, Simulation&lt;br&gt;Sculpture, Diary&lt;br&gt;Demonstration&lt;br&gt;Presentation, Interview, Journal&lt;br&gt;Performance</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding</strong>&lt;br&gt;(Understanding of given information).</td>
<td>Interpreting&lt;br&gt;Exemplifying&lt;br&gt;Summarising&lt;br&gt;Inferring&lt;br&gt;Paraphrasing&lt;br&gt;Classifying&lt;br&gt;Comparing&lt;br&gt;Explaining</td>
<td>Recitation&lt;br&gt;Summary&lt;br&gt;Collection&lt;br&gt;Explanation&lt;br&gt;Show and tell&lt;br&gt;Example, Journal&lt;br&gt;Quiz, List, Label&lt;br&gt;Outline</td>
<td></td>
</tr>
<tr>
<td><strong>Remembering</strong>&lt;br&gt;(Recall or recognition of specific information).</td>
<td>Recognising&lt;br&gt;Listing&lt;br&gt;Describing&lt;br&gt;Identifying&lt;br&gt;Retrieving&lt;br&gt;Naming&lt;br&gt;Locating&lt;br&gt;Finding</td>
<td>Quiz&lt;br&gt;Definition&lt;br&gt;Fact&lt;br&gt;Worksheet&lt;br&gt;Test&lt;br&gt;Label&lt;br&gt;List&lt;br&gt;Workbook&lt;br&gt;Reproduction</td>
<td></td>
</tr>
</tbody>
</table>
Learning Domains or Bloom's Taxonomy

From:  http://www.nwlink.com/~donclark/hrd/bloom.html

The Three Types of Learning

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities:

- **Cognitive**: mental skills *(Knowledge)*
- **Affective**: growth in feelings or emotional areas *(Attitude)*
- **Psychomotor**: manual or physical skills *(Skills)*

Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three domains as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level (I guess they never thought to check with their sports or drama department).

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

### Cognitive *(1)*

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

<table>
<thead>
<tr>
<th>Category</th>
<th>Example and Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong>: Recall data or information.</td>
<td><strong>Examples</strong>: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</td>
</tr>
<tr>
<td><strong>Key Words</strong>: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</td>
<td></td>
</tr>
<tr>
<td>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</td>
<td>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives Examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</td>
<td></td>
</tr>
<tr>
<td>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</td>
<td>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</td>
</tr>
<tr>
<td>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</td>
<td></td>
</tr>
<tr>
<td>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</td>
<td>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</td>
</tr>
<tr>
<td>Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</td>
<td></td>
</tr>
<tr>
<td>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</td>
<td>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</td>
</tr>
<tr>
<td>Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</td>
<td></td>
</tr>
<tr>
<td>Evaluation: Make judgments about the value of ideas or materials.</td>
<td>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</td>
</tr>
<tr>
<td>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</td>
<td></td>
</tr>
</tbody>
</table>
Affective (2)

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

<table>
<thead>
<tr>
<th>Category</th>
<th>Example and Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receiving Phenomena:</strong></td>
<td><strong>Examples:</strong> Listen to others with respect. Listen for and remember the name of newly introduced people. <strong>Key Words:</strong> asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</td>
</tr>
<tr>
<td><strong>Awareness, willingness to hear, selected attention.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responding to Phenomena:</strong></td>
<td><strong>Examples:</strong> Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. <strong>Key Words:</strong> answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</td>
</tr>
<tr>
<td><strong>Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Valuing:</strong> The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner’s overt behavior and are often identifiable.</td>
<td><strong>Examples:</strong> Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. <strong>Key Words:</strong> completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</td>
</tr>
</tbody>
</table>
| **Organization:** Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values. | **Examples:** Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one’s behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. **Key Words:** adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, }
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).


Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Psychomotor

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

<table>
<thead>
<tr>
<th>Category</th>
<th>Example and Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perception:</strong></td>
<td>The ability to use sensory cues to guide motor activity. This ranges from sensory</td>
</tr>
<tr>
<td></td>
<td>stimulation, through cue selection, to translation.</td>
</tr>
<tr>
<td></td>
<td>Examples: Detects non-verbal communication cues. Estimate where a ball will land after</td>
</tr>
<tr>
<td></td>
<td>it is thrown and then moving to the correct location to catch the ball. Adjusts heat</td>
</tr>
<tr>
<td></td>
<td>of stove to correct temperature by smell and taste of food. Adjusts the height of the</td>
</tr>
<tr>
<td></td>
<td>forks on a forklift by comparing where the forks are in relation to the pallet.</td>
</tr>
<tr>
<td></td>
<td>Key Words: chooses, describes, detects, differentiates, distinguishes, identifies,</td>
</tr>
<tr>
<td></td>
<td>isolates, relates, selects.</td>
</tr>
<tr>
<td><strong>Set:</strong></td>
<td>Readiness to act. It includes mental, physical, and emotional sets. These three sets</td>
</tr>
<tr>
<td></td>
<td>are dispositions that predetermine a person's response to different situations (sometimes</td>
</tr>
<tr>
<td></td>
<td>called mindsets).</td>
</tr>
<tr>
<td></td>
<td>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize</td>
</tr>
<tr>
<td></td>
<td>one's abilities and limitations. Shows desire to learn a new process (motivation).</td>
</tr>
<tr>
<td></td>
<td>NOTE: This subdivision of Psychomotor is closely related with the &quot;Responding to</td>
</tr>
<tr>
<td></td>
<td>phenomena&quot; subdivision of the Affective domain.</td>
</tr>
<tr>
<td></td>
<td>Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states,</td>
</tr>
<tr>
<td></td>
<td>volunteers.</td>
</tr>
<tr>
<td><strong>Guided Response:</strong> The early</td>
<td>Examples: Performs a mathematical equation as</td>
</tr>
<tr>
<td>Stage</td>
<td>Description</td>
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<tr>
<td>Stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</td>
<td>Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</td>
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<tr>
<td><strong>Mechanism</strong>:</td>
<td>This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</td>
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<tr>
<td><strong>Complex Overt Response</strong>:</td>
<td>The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</td>
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<tr>
<td><strong>Adaptation</strong>:</td>
<td>Skills are well developed and the individual can modify movement patterns to fit special requirements.</td>
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<tr>
<td><strong>Origination</strong>:</td>
<td>Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</td>
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