

HMDV 1000 - College Studies

Lesson Plan

Week 1 - Welcome, Instructor Relations/Expectations, Technology Aids

Instructional Goals

- Acquaint students with LancerNet.
- Acquaint students with online class tools.
- Acquaint students with the College Studies syllabus and the concept/purpose of a syllabus to all classes.
- Acquaint students with the roles and duties of the college instructor and the college student as related to the classroom.
- Introduce students to learning styles and the SmarterMeasure tool.

Student Outcomes

At the end of this unit, students will be able to:

- Successfully log into LancerNet
- Use LancerNet to send and receive e-mail
- Use LancerNet message board to communicate with classmates
- Access course materials, including the syllabus, on LancerNet
- Complete and submit an online assessment on LancerNet
- Attach a document and submit an online assignment on LancerNet
- Follow a web link from within LancerNet
- Extract information from a course syllabus
- Describe their expectations of a college course instructor
- Describe their responsibilities as a college course student

Textbook Assignment

Read Chapter 1 from *Your College Experience*, Gardner.

Classroom Activities

Hybrid Class Meeting

- Demonstrate LancerNet login process.
- Demonstrate LancerNet e-mail process.
- Guide students to LancerNet Personal Tools page, demonstrate CruiserAssist videos.
- Guide students to class syllabus and

Online Class Only

- Students post personal introduction in discussion area and reply to others.
- Students read/view guide about LancerNet e-mail process.
- Students read instructions for using CruiserAssist videos.

discuss.

- Lecture and discussion about student perceptions of roles of the college instructor; compare with high school.
- Lecture and discussion about student perceptions of roles of the college student; compare with high school.
- Brief introduction to learning styles and the SmarterMeasure tool. Provide handout about SmarterMeasure and login information.

- Students read/view lecture about syllabus.
 - Students post their perceptions of roles of the college instructor; compare with high school in the discussion area and reply to others.
 - Students post their perceptions of roles of the college student; compare with high school in the discussion area and reply to others.
 - Students read/view lecture about learning styles and the SmarterMeasure tool.
- Students read/print handout about SmarterMeasure and login information.

Online Activities

- Use LancerNet to send an e-mail to the instructor explaining your personal education and career goals.
- Take online quiz over the HMDV 1000 syllabus.
- View all LancerNet CruiserAssist videos pertaining to Personal Tools
- Follow a web link to the SmarterMeasure site, login, and take assessment

Reading Assignment: Chapter 2 Strategies for Success, pp. 15-28

Lesson Plan – Academic Survival Skills

Week 2

Instructional Goals

- Acquaint students with VARK, learning styles
- Acquaint students with study skills that match their learning style
- Discuss the benefits of using group learning

Student Outcomes

At the end of this unit, students will be able to:

- Understand learning styles and how to take advantage of their personal style
- Use the VARK test to determine what style they prefer
- Know how their personal work values equate to college student values

1. Discuss & review LancerNet and Course Cruiser
2. Discuss Learning Styles results
 - PDF of SmarterMeasure program
3. Discuss time management and how effective it can be for tests and assignments
 - Review some of the materials in Chapter 2
 - a. Are you organized?
 - b. Are you a procrastinator?
 - c. Explain your use of a time management system
 - d. Explain how you organize for upcoming tests and assignments

Assignment:

- Create a weekly planner using LancerNet – Personal Tools – Calendar, as your time planner.
- Use for the following week and bring calendar/planner back to give a short presentation of its use during that week. Was it helpful? Why/Why not?

Classroom Activities

Hybrid Class Meeting

Demonstrate VARK learning style
Demonstrate how to use LS to study
Demonstrate SmarterMeasure

Online Class Only

Student to post results of VARK Test
Student take the SmarterMeasure
Write 1 page on LS vs. Study Skills
Write 1 page on time management and how they can use it daily

Reading Assignment

Lesson Plan

Week 3 – Academic Survival Skills II

Instructional Goals

- Acquaint students with various methods of maintaining a calendar.
- Introduce students to time management skills.
- Introduce students to the importance of setting priorities.
- Introduce students to note-taking methods.

Student Outcomes

At the end of this unit, students will be able to:

- Schedule study and homework time
- Maintain a calendar
- Demonstrate setting priorities
- Demonstrate note-taking skills

Classroom Activities

Hybrid Class Meeting

- Discuss time usage analysis.
 - A. Students examine time usage analysis; identify their main activities, total amount of time spent on each task weekly.
 - B. As a class – discuss results of time usage analysis. How are students currently spending their time?
 - C. Students exchange their work with another student. Each student evaluates another’s work and makes suggestions for how the student could make better use of their time.
- Discuss time management skills. Include importance of connection to “real world.”
 - A. Ask students to generate ideas of activities that are part of a typical college student’s daily and weekly schedule. Write their ideas on the

Online Class Only

- Students read/view lecture about time usage.
- Students post evaluation of their time usage analysis.
- Students post discussion of how they are currently spending their time.
- Students read/view lecture about time management skills, expected study time.
- Students read/view lecture about calendar/planning methods.
- Students read/view lecture about note-taking strategies.

whiteboard.

- B. Discuss expected study time – 2 hours outside of class for every credit hour. Ex: a student taking 15 credit hours should plan on 30 hours of studying/homework outside of class.
- C. Present time management strategies.
 - 1. Make to-do lists
 - 2. Prioritize responsibilities
 - 3. Learn your personal “best times”
 - When are you able to concentrate best? When can you dedicate a block of uninterrupted time to studying? When do you have trouble concentrating?
 - 4. Learn how to determine which activities have to be completed at a certain time and which can be completed when spare time is available.
- Present/discuss various calendar/planning methods.
 - A. Traditional planner (paper calendar)
 - B. Computer calendar (Outlook, LancerNet, etc.)
 - C. PDA / cell phone calendar
- Discuss note-taking strategies and skills.
 - A. Strategies
 - 1. Cornell Format
 - 2. Outline Format
 - 3. Paragraph Format
 - 4. List Format
 - B. Skills
 - 1. Use abbreviations.
 - 2. Don't try to write down every word.
 - 3. Try to identify the main ideas.

Online Activities

- Choose a new calendar method to track time usage for the week. Write an evaluation of how the new calendar method worked for you. What did you like? What didn't you like? Evaluate your old method of time usage and discuss changes you could make and the potential benefits of those changes. Email your assignment to the instructor as an attachment or by uploading to LMS.
- Assignment: Use link on LMS to connect to online video ("Debt-Slapped"). Take notes on the video using your typical note-taking method. Use your notes to take a quiz about the video on the LMS. (Quiz will not count toward final grade). Be prepared to discuss your note-taking method and its effectiveness in the next class. Write an evaluation of your note-taking method and submit it on the LMS.
(Video will be formatted and made available to be placed on LMS by Aaron Bahmer.)

Reading Assignment for Week 4:

Read Chapter 9: Doing Your Best on Exams and Tests

Read Chapter 4: Majors and Careers: Making the Right Choice, pages 50-69

Lesson Plan

Week 4 – Academic Survival Skills III

Instructional Goals

- Get student feedback on time management.
- Acquaint students with note-taking skills and their affect on quiz results.
- Acquaint students with test preparation strategies.
- Acquaint students with an interest inventory and its uses.
- Acquaint with the “culture shock” of making the transition from high school / working world to college.
- Introduce students to academic advising.

Student Outcomes

At the end of this unit, students will be able to:

- Effectively apply note-taking strategies to their class.
- Effectively apply test preparation strategies.
- Use and apply an interest inventory.
- Understand what GPA means and how to use a GPA calculator
- Think critically about why they are in college and why college differs from high school / the working world.
- Utilize academic advising services

Classroom Activities

Hybrid Class Meeting

- Class discussion on time management homework.
- Introduce note-taking.
- Discuss note-taking and its affect on quiz and test results.
- Review techniques on retaining information.
- Take a brief self-inventory on test preparation.
- Go over test tips: useful tools, summaries, and how to cope with test anxiety.

Online Class Only

Students will:

- Post comments on time management and reply to others.
- Read/view guide note-taking.
- Read and respond to guidelines on how to take notes.
- Read/view techniques on retaining information.
- Take a brief self-inventory on test preparation.
- Review test tips: useful tools, summaries, and how to cope with test anxiety; compare answers in the

- Introduce the interest inventory
 - Explain how interest inventories work, and what they test for.
 - Go over what GPA means and how to use a GPA calculator.
 - Discuss college-level decision making and problem solving.
 - Discuss: why are you in college?
 - Overview of academic advising.
 - Go over what an academic advisor can and can't do for you.
- discussion area and reply to others.
 - Read/view information about interest inventories, how they work, and what they test for.
 - View presentation on what GPA means and how to use a GPA calculator and try it out in their own using a live link.
 - Compare answers in the discussion area about why you are in college, and respond to others.
 - Read/view information on what an academic advisor can and can't do for you.

- **Reading Assignment:**

Ch. 4, p. 46-48

- **Homework:**

Complete a career assessment. (Kuder or other of your choice.) Print out (or post on the LMS) your results and come to class prepared to discuss.

Post your best test-taking strategies to the BBS. Instructor selects a two-four good examples, and shares these at the beginning of class in Week 5.

Lesson Plan

Week 5 - Career Goals

Instructional Goals

- Discuss the Kuder results and how it will affect their educational goals
- Use results to explore interests in various careers
- Discuss the benefits of Kuder and how it can reinforce/change their goals

Student Outcomes

At the end of this unit, students will be able to:

- Understand Kuder and how it helps make personal career decisions
 - Discuss the importance of your academic advisors
 - Understand the importance of a career and educational goal
1. Discuss & review Kuder results
 - How do the results apply to your educational goals?
 - Has the results made you re-think your college major?
 2. Discuss Majors and Careers: Making the right decision
 - Discuss the importance of your academic advisors
 - Discuss advisor career sheets and the steps to complete it
 - Review some of the materials in Chapter 4
 - a. Is your career goal and major aligned?
 - b. Are you exploring your interests?
 3. Discuss long term goals
 - Explore educational goals
 - Explore career planning, what educational requirements needed
 - Creating a career plan

Assignment:

- Write a reflective paper (2 paragraphs) about the difference of week 1 career goals and now, after the Kuder results.
- Print out a degree tracking sheet in your major to complete by the following week.

Classroom Activities

Hybrid Class Meeting

Discuss Kuder results

Discuss careers and majors

Online Class Only

Write 1 page reflective paper on Kuder results

Write 1 page paper on how your career goals have strengthened or changed based on the results of your test

Lesson Plan

Week 6 - personal issues and decision making

Instructional Goals

- Students will learn a process for making decisions on their personal issues. (Specifically covering the What and the How of personal issues and decisions)
- Students have already learned how to utilize the Lancer Net/LMS, Instructor Relations, Academic Survival Skills, and Career Goals.
- Select appropriate topic for their assignment which will measure outcomes.

Student Outcomes

At the end of this unit, students will be able to:

- Summarize what they learned last week and what will learn this week.
- Lecture on the topics allowing about five minutes on each topic.
 - Decision making
 - Personal behavior
 - Attitudes you present
 - Finances
 - Diversity
 - Health.
- Demonstrate how to go online to search and select a video for their pending assignment. Access one video on each topic covered in class.
- Recap what was covered today.
- Give assignment.
 - Your assignment is to go online and research each of the topics covered in this class session and review some video's on each topic. Select one video for each topic we covered in class and post the video link to this class's assignment section of the learning management system. The second hour of this class session is to be used researching on your own to review and post selected links. Instructor may select some of the posted links for further discussion at the next class.

Textbook Assignment

From *Your College Experience*, Gardner read chapter 11.

Classroom Activities

Demonstrate how to go online to search and select a video for their pending assignment. Access one video on each topic covered in class.

Note! Lecture can be written, audio, audio/video, power point or any combination for this online course. Estimate online class time is 45 minutes, student research and posting time is 65 minutes.

Lesson Plan

Week 7 - The Who and Where of personal issues and decisions

Instructional Goals

- Students will learn how to utilize additional resources to assist them in making decisions on personal issues. (Specifically covering the Who and the Where of personal issues and decisions)
- Students have already learned the What and the How for making decisions on personal issues.
- We will provide lecture and an in-class review of their week 6 assignment.
- We will measure the outcome by their post (an example is a question that a student might have on a related issue) on the learning management system.

Student Outcomes

At the end of this unit, students will be able to:

- Summarize what was covered last week and what we will focus on this week.
- Lecture on the topics.
 - Discuss last week's link selections
 - Handout and discuss who to ask locally and where to go for help in these areas.
 - Guest speakers (pre-recorded)
 - Library
 - Advising
 - Financial Aid
 - Learning Skills Lab
 - (Discussion time 30 minutes, Guest time ten minutes each for forty minutes. Total time 70 minutes)
- Hand out the resource handout for them to review and return next class session and add to their final project.

Textbook Assignment for week 8: none

Classroom Activities

Handout and discuss who to ask locally and where to go for help in these areas.

Note! Lecture can be written, audio, audio/video, power point or any combination for this online course.

Decision Making Resources

The following is a list of local resources in Goshen County for our main campus students. For students living outside Goshen County we have added some blank lines so you can add your local resources.

EWC Main Campus Resources

Admissions 532-8230	Counseling 532-8238	Financial Aid 532-8224
Food Services 532-8241	Gear-Up 532-8269	Information 532-8200
Instruction 532-8260	Outreach 532-8346	Records 532-8207
Registration 532-8334	Residence Halls 532-8336	Student Activities 532-8338
Student Center 532-8314	Student Services 532-8230	
Outreach Office		

Torrington and Goshen County Resources

Health Care

Banner Medical Clinic 532-2107
Family Dentistry 532-4448
Community Drug 532-3060
Eastern Wyo. Eye Clinic 532-2060
Community Hospital 532-8758
Goshen Care Center 532-4038
Griggs, Lance D.D.S. 532-3227
Torrington Vision Clinic 532-4114
Community Home Care 532-4180
Goshen Co. Public Health 532-4069

Education/Employment

Child Care Finder 532-1122
1st Steps Christian Preschool 532-5801
Goshen Co. School District Special Services 532-4076
Valley Christian School 532-3133
WEE PALs PRESCHOOL 532-4377
U.W. Coop. 532-2436
Ed. Opportunity Center 532-8376
WYO Workforce Service 532-4171
Torrington Learning Ctr. 532-7068
St. Joseph Children's Home 532-4197

Emergency Services

Family Violence/Sexual Assault 532-5050
Peak Wellness Center 532-4091
Sheriff Office 532-4026
Lifeline 532-3256
Lifenet 307-332-3361
Torrington Ambulance Service 532-7052
Torrington Police Dept. 532-7001

Social Services

Alcoholic Anonymous 534-2172
Alanon 532-7603
Caring and Sharing 532-2796
Div. of Voc. Rehab 532-4431
Diversified Services, Inc 532-5911
Goshen Co. Ministerial Association 532-2977
Goshen Co. Victim Asst. 532-4428
Goshen Co, WIC Program 532-5881
Goshen Co. Youth Alt. 532 7784
Land of Goshen Min. 532-3884
New Hope Counseling 532-2119
Overeaters Anonymous 532-7603
Salvation Army 532-7181
Senior Friendship Center 532-2796
Veteran's Administration 1-800-827-3188
Wyoming Legal Service 1-888-634-1566

Family Services

Dept of Family Services 532-2191
Family Care Giver Support 532-2796
Family to Family 532-8871

Lesson Plan

Week 8

Instructional Goals

- Review of accumulated learning

Student Outcomes

At the end of this unit, students will be able to:

- Recognize interest inventory and its application to a student's life.
- Assess degree and career goals based on knowledge about self.
- Demonstrate an understanding of learning styles and its effect on learning and study.
- Recognize the support services which are designed to aid the student's success.

Culminating Classroom Activities

Final Project: Explain each of the following with a one page, double spaced paper.

1. Interest Inventory: Explain how the interest inventory test changed or did not change your career and educational goals.
2. Degree & Career goals: Explain what your Week 1 expectations were and what changes, if any, have occurred since completing this course.
3. Learning Style: Explain your learning style. How has your study habits changed as a result of knowing learning your style? How it has helped your semester?
4. Support Plan: Explain what you have learned about the library services, financial aid support, advising services and learning skills lab (LSL). Two paragraphs for each support function to which you have been exposed.