

# SCHOLARSHIP OF EXCELLENCE IN TEACHING FELLOWSHIP

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ELAP, TP/SS

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# ELAI 990



Capstone course



Integrated Skills (reading, writing, listening, speaking)



4 modules



Writing assignments supported by sources

Annotated Articles  
Notes on Ted Talk  
Academic Word List

# Problem



Students show up to class underprepared, without notes and required material



Low passing rate on in-class writing assignments

# Goals

1

Teach students to take detailed and organized notes

2

Teach them critical reading strategies and paraphrasing

3

Help them organize their material and prepare for in-class writing assignments

4

Help them develop growth mindset and understand what is necessary for success in college

# ELAI 990 SLOs



APPLY READING SKILLS TO UNDERSTAND THE CONTENT OF COLLEGE LEVEL TEXTS.



USE TARGET ACADEMIC VOCABULARY APPROPRIATELY.



USE CRITICAL THINKING SKILLS TO PARAPHRASE, SUMMARIZE, SYNTHESIZE AND RESPOND TO INFORMATION FROM MULTIPLE READINGS INCLUDING CHARTS AND GRAPHS ORALLY AND/OR IN WRITING.



USE SOURCES TO SUPPORT IDEAS BY USING SIGNAL PHRASES, DIRECT QUOTES, AND PARAPHRASED LANGUAGE WHEN INCORPORATING THE WORDS OR IDEAS OF OTHERS.

# Scholarship

+ *Teach Students How to Learn - Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation*  
by Sandra Yancy McGuire with Stephanie McGuire

*Mindset Matters (p.60)*

"Regardless of the truth about intelligence, beliefs about intelligence have been repeatedly demonstrated to have an enormous effect on performance."

# Scholarship

+ *Teach Students How to Learn - Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation* by Sandra Yancy McGuire with Stephanie McGuire

Metacognitive Learning Strategies at Work (p.43)

*"Many students these days take notes on their laptop computers, tablets, or even smartphones. But recent studies show that taking notes by hand results in more learning than does taking notes with a laptop, partially because students are forced to paraphrase when they take notes by hand."* (Mueller & Oppenheimer, 2014)



# Strategies

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Take time to teach active reading and effective note-taking skills

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Require notes for in-class writing assignments and grade them

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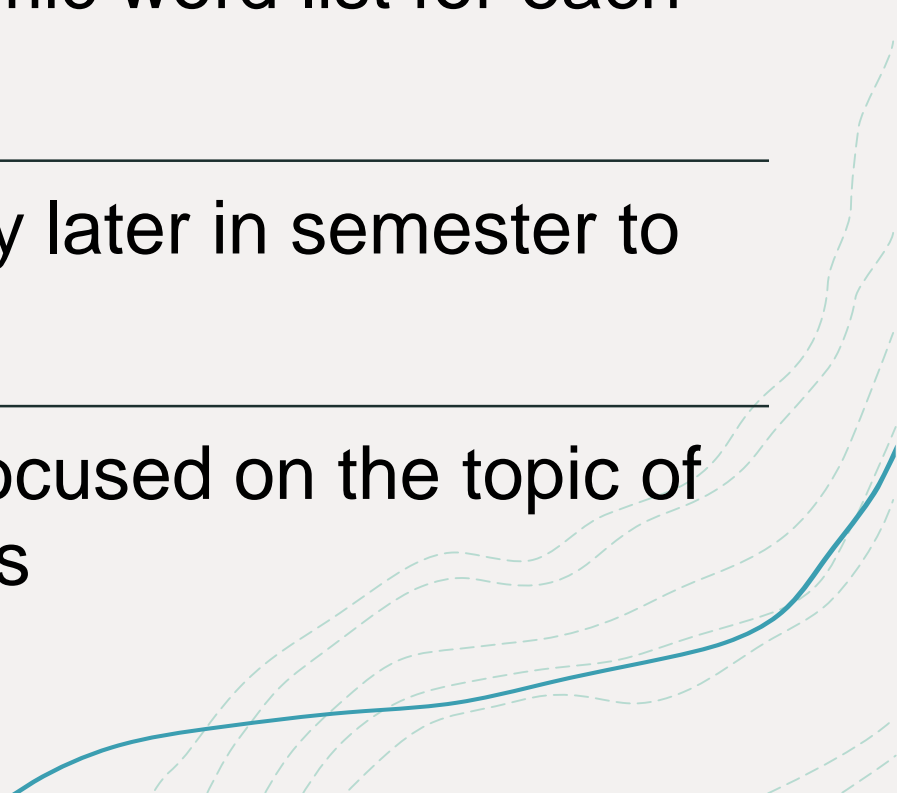
Require academic word list for each module

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Write first essay later in semester to develop skills

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Each module focused on the topic of student success





# Assignments



Module 1: Growth Mindset



Module 2: Ingredients for Success  
in College

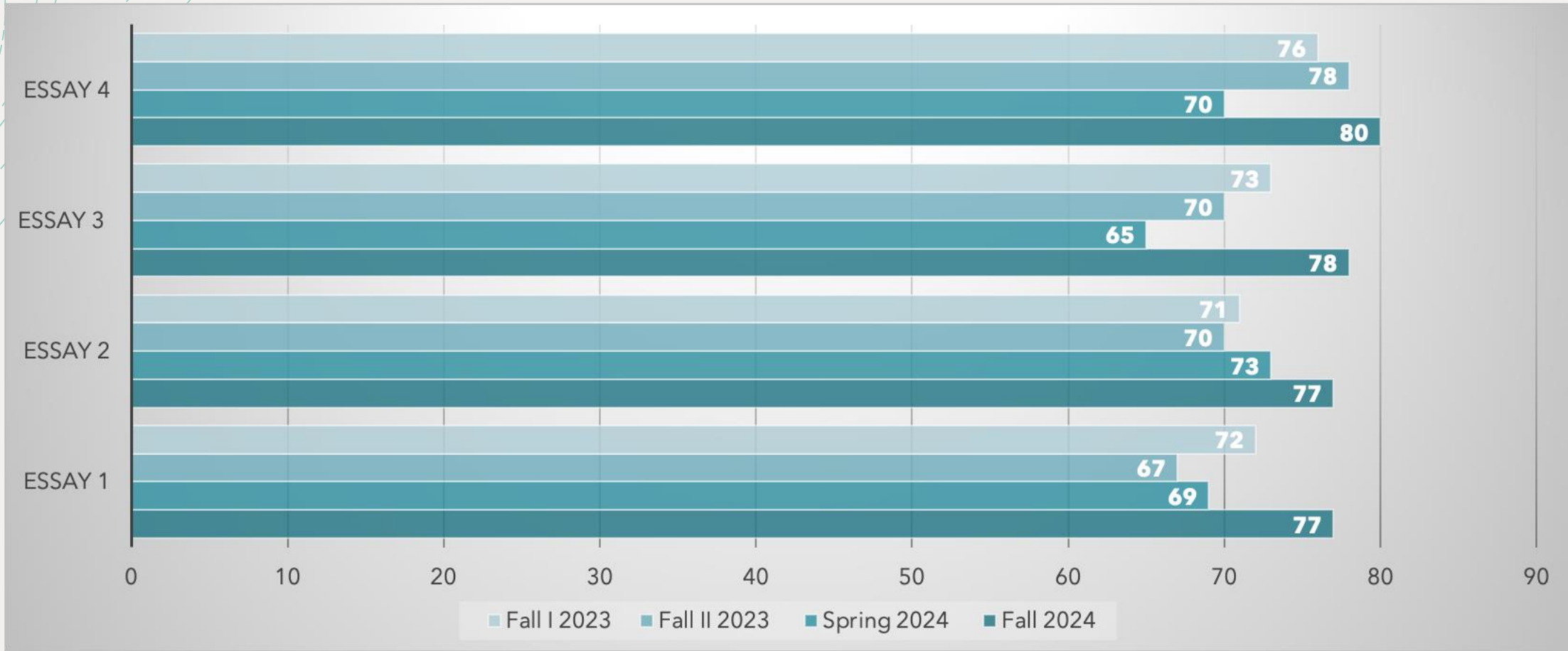


Module 3: Taking Break from  
Screens



Module 4: Healthy Body Healthy  
Mind

# Results – Grade Comparison



... recipe for success?  
 they related to success?  
 reliable data source / research provided?  
 the success rate?  
 work for any type of student?  
 we use only few does it still work?  
 relate each other?

**VOCABULARY WORDS**

mid-1990s Carlos Monteiro noticed a rapid  
 obesity rates among children of Brazil his co-  
 workers and his friends then started a data-

people food  
 ent years  
 using less  
 (beans) and  
 , noodles

o and his  
 Scientific  
 and defined  
 dren Weig

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 alter cond  
 obesity,  
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Asking questions makes the student  
 connected and increase the chance  
 that idea. And in addition it corrects  
 students from their wrong assumption  
 later (feedback).

- Organization: Using planner helps the student to  
 his/her works under control. Allows the student to  
 its time and be well organized.
- Making a study space free from distraction can a  
 the student to focus and be successful.
- Collaboration: forming a study group, asking

How Bad Are Ultra-processed  
 Calla Han, Alice  
 The New York Times May 17, 2024  
 UPFs: Ultra-processed foods  
 The UPFs is linked to various health is

... ultra-processed  
 and whole grains, ultra-processed  
 typically low in fiber and impo  
 a bag of chips contains empty  
 with little nutritional value  
 which provides protein and  
 researchers found that people  
 and beans, and more process  
 and cookies. <sup>m</sup> orets  
 To describe that second cate  
 into the scientific literature -  
 link UPFs to weight gain in ch  
 Since then, scientists have fo  
 including heart disease, Type  
 well as earlier death.

"FIVE REASONS TO TAKE A BREAK FROM SCREENS"  
 BY MARY GOMES APR 11 2018

ultra processed food  
 his colleagues developed  
 based on processing lev  
 into four processing  
 ed f: Fresh or lightly alter

But many questions remain. V  
 evidence that they're harmful  
 What are ultra-processed food  
 In order to study foods based  
 developed a food classification  
 for "new." It has since been ad  
 The Nova system sorts foods in

4. Productivity and learning  
 Study summarized by Nicholas Carr in the 2017  
 essay "How Smartphones Hijack Our minds" stated,  
 "In classroom settings, mobile phones disrupt learning  
 through the distractions of "task-switching," as  
 students text or surf the internet in class.

The more distant the phone, the better the  
 performance. In a real-life instance, secondary schools  
 on the U.K that banned <sup>phones</sup> on campus saw significant  
 increases in students test scores.

Getting all work done with a lot more focus,  
 avoiding the scattered feeling / being unfocused /,  
 completing assignments quickly, reducing procrastination  
 and improving skills are some of the improvements the  
 student made during the fast.

5. Breaking the habit  
 The routine of checking our phone / computer  
 frequently can easily become a self-reinforcing pattern  
 Some of the techniques students used to break this  
 habit are: <sup>boosting</sup> limited their media in time  
 Deleting/hiding apps

great-moment  
 more sleep  
 more connections  
 activities  
 breaking the habit  
 an annual "media  
 fast" began in 1994  
 awareness increases  
 reduce their phone  
 time  
 be improved by  
 more time

People participate hav  
 Free week every year i  
 was called TV-Turnoff  
 is dangerous for our f  
 well-being.

1. Present-moment  
 According to a 2015  
 texts, emails and notifi  
 for many people.

Taking a break fr  
 constant checking habit  
 experience like in a cl  
 when getti: during the

Mary Gomes's stu  
 like presence, sensory  
 immersion and flow as the hallmark / ch  
 of the fast (break from screen).

Some experienced: long period of un  
 attention, and others one student described

major - \* Unprocessed or minimally p  
 lentils, meat, poultry, fish, eggs  
 herbs and spices.  
 minor - \* Processed culinary ingredien  
 minor - \* Processed foods made by cor  
 and preserving or modifying th  
 fermentation and baking. This g  
 vegetables, beans and fish. The  
 major - \* Ultra-processed foods made u  
 find in grocery stores - like hig  
 proteins like soy isolate. They of  
 make them appear more attract  
 ultra-processed  
 gone multi

# Challenges



Complaints about the notetaking **➔** reduced after results of grade comparison were shared and one student was not allowed to take the in-class test because of lack of notes



Bringing AI created notes to class **➔** only handwritten notes accepted



AI use in draft 2 **➔** counted as minor percentage of overall grade in class

# Student Reflection

- + In this class, I believe I have learned critical skills that will be invaluable in college. I have learned to write clear and well-organized essays with a focus on developing strong thesis statement and body paragraphs. I have also learned how to incorporate sources into essays after carefully analyzing and annotating them. These skills will help me take on academic writing and research papers in any college subject. The time management strategies I have developed to meet deadlines and balance assignments in this class will be crucial when handling the increased workload that comes with college classes. **Most importantly, this class has reinforced the importance of asking questions, seeking feedback, and having a growth mindset which will all support me throughout my college journey.**

# Final Thoughts

- + Grateful for the opportunity to participate in SET
- + Grateful for my hardworking students
- + Grateful to amazing Joan Naake and colleagues in my cohort
- + Thank you!