

Ideas and Resources for Teaching to ILO #1: Communication

Assignment, Assessment and Activity Ideas to Support Students in Achieving ILO #1

- Research papers
- Oral presentations
- Practice opportunities for citing sources
- Reflection papers
- Discussion forums
- Paragraph and essay writing- research, positions on issues, backing with evidence in an organized manner, etc. (ABE)
- Glaze presentations (ART)
- Require students to include source information on posted and submitted assignments with the notation that it is best practices to always include this information even if it is not required. Encourage students to consider formatting an important part of their work because it reflects their skills in presentation and is good skill-building for the future. Instructor offers comments and feedback on both of these areas, including encouragement and acknowledgement of improvement. (ATH)
- Students are encouraged to present their work in a professional manner, properly citing and including source information. By asking students to operate at a 'best practices' level they learn to format their research in a way that meets most college-level expectations. When these details are lacking, reminders are offered to encourage greater participation without making the requirement punitive. Some students comply quickly and others need continued reminding. Generally, by the end of the session they are consistently applying effort to present their work in an acceptable format and identifying the sources used during research. (ATH)
- Case Studies (BA)
- Presentations, lab work in partners to share collected data and observations, and small group and whole class discussions about case studies (BI)
- Content development is taught and assessed in the Critical Thinking essay and the culminating report that requires students to create a report addressing what they have learned in each unit and how they plan to apply the new strategies to their current and future education. (CG)
- Exit essay (EC)
- Students are required to provide empirical evidence to support theory from media articles. Also to provide forecasts from economic shifts. (EC)
- Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations. (EC)
- Advocacy in Action - students must create a handout, slide presentation or letter that clearly describes an issue and presents a supportive argument or proposal. (ECE)
- Presentation of lab projects (EET)

- Students write several short essays organized around a thesis, then present their ideas using MLA format, citing their primary sources. (ENG)
- Demonstration of communication of the message (ESOL)
- Students must complete outside research and communicating the findings to the class (HPE)
- Our course is centered around the idea of realizing students' deficits in information and how they go about rectifying that. This has a great deal to do with organizing one's question; finding, evaluating, and retrieving information/evidence; and then reorganizing, presenting, and arguing for something. (LIB)
- The mini bibliographies that build on one another and the final bibliography is an amalgamation of the work done on these. (LIB)
- Round-table discussions (MFG)
- Written assignment to prove Kepler's laws (MTH)
- Journal entries – students put in writing how they approach a problem and how they solve the problem. All word problems must be answered using sentences. (MTH)
- Students write about their math experiences. Students describe how they solve problems, demonstrate their methods to others, and present their work to small groups. (MTH)
- Students create their own story problems and I use these problems for quizzes. (MTH)
- Student project where they explain a mathematical formula or concept to the class. They make a brief slide show to share with the class. The use of history and examples are required. (MTH)
- Students pick an area of society that interests them and find the math in it. They write a 5 page paper (graphs/charts could be part of this 5 pages) talking about the math that was needed for this particular area. They also need to present their findings to their classmates. (MTH)
- Short presentation on the method students use to solve certain math problems. They present to the class about why they chose the problem, present their research, and walk the class through the method of solving. (MTH)
- Journal entries. Students need to put in writing how they approach a problem and how they solve the problem. All word problems must be answered using sentences. (MTH)
- Term paper (MTH)
- Small group discussions and presentations of math assignments in class. Continued focus on speaking using correct mathematical vocabulary. (MTH)
- Cultural project presentations (NRS)
- Part 1 of their course project is a poster on an assigned disease process aimed at an audience of health professionals. Part 2 of their course project is a videotaped instructional session to a "patient" explaining various aspects of an assigned disease process. (NRS)
- Project assignment researching current and reliable sources on a given pathophysiological process. (NRS)
- Student papers which must be written about their alternative clinical experience and an article they reviewed. Students also have to interact with a mental health patient and do a therapeutic communication review. Finally, they have to practice SBARR in giving a clear, concise report to other healthcare individuals. (NRS)
- Clinical experience write-ups (NRS)
- Presentation of assigned drug in poster-format (NRS)
- Medication teaching plan presentation (NRS)
- Standardized Patient Nursing Care plan (NRS)
- Professional communication is developed through a project in which students work together to develop a slide presentation on an assigned pathophysiological process. Students then provided peer review through a discussion forum, developing appropriate written feedback skills. (NRS)

- Online career portfolio (OS)
- Group sessions and group research created an opportunity for the student's to discuss and process theories in open discussions in class. (PSY)
- I have created 4 assignment to help students scaffold the steps to writing a formal research paper. 2 of the assignments are directly related to these two areas. Students are required to submit a list of their sources as one of the steps prior to submitting the final paper. They are also required to submit an outline. The first step helps me to check on the sources and evidence that students are using for their papers. The second step helps me provide feedback with regards to organization. (PSY)
- Open discussions, self-disclosing presentations, shared evaluations of readings and materials. (PSY)
- Students are given extra credit points for submitting their papers to the writing tutor or NetTutor to help with content development and hopefully catch some of the control of syntax and mechanics. (PSY)
- Teach students how to cite quotations from a text using MLA style. Students had a short writing assignment due each week and often used quotes to support their ideas. To support "Organization and Presentation" I had students complete a PowerPoint about a short story they read. I created a PowerPoint template for them to fill in. I first completed a PowerPoint for a story we read together and then they completed one on their own. (RD)
- Students present their research "research roundtable" -- they must explain their research and its implications in their own lives and the world. (RD)
- Encourage students to use the Writing Desk, and incorporate a forum where they can receive feedback on the mechanics and content of their final essays. (WGS)
- Increase course requirements for linking and citing sources (WR)
- Course activity designed to help students determine veracity of online sources, and increased the number of assignments requiring students to identify the best organizational pattern to employ given different audiences and purposes. (Students seemed initially overwhelmed by the number of potential organizational patterns possible--most were aware of just the main four patterns of chronological, compare/contrast, cause/effect, and classification--but they responded well to learning another eight possible patterns and seemed to enjoy the freedom of making a deliberate decision regarding how to organize information as opposed to having the organizational structure predetermined.) (WR)
- Activity on MLA formatting and link to an OER resource on creating claims. (WR)

Resources, Assignment, Assessment and Activity Ideas Specific to Dimensions Sources and Evidence

Instruction Ideas

- CRAAP (Currency, Relevance, Authority, Accuracy, Purpose)
- Plagiarism: what is it? What are the consequences?
- Copyright research and instruction
- Proper use of quotation marks
- Correct formatting of sources (MLA/APA/Chicago)
- Share rubric
- [Request librarian visits](#) your class to instruct students on various resources available on CGCC library website
- Use course textbook as an example of correct referencing

Activities

- Provide students with questions to judge credibility
- Students will use Ebscohost or a list of course-specific sources to find an article on a specific topic. Students will summarize, reference the citation and discuss the opinion of the article.
- When using news articles, think of them as gateways to research. Students may find the research from New York Times, then instruct them to go to the source.
- With regard to "Source and Evidence," I give students strict instructions on what is required to support the information or arguments contained in their speeches. Three outside sources are required; each source must be credible, lending qualified expertise to the topic; no opinion blogs or biased media sources are allowed. (COMM)
- Care plans require citing sources (NRS)
- The course has an assignment specific to Source & Evidence, in that students submit a list of References for their final paper and I check to ensure the references meet the criteria. This is then formally assessed using the ILO#1 rubric, which is shared and explained to the students. (PSY)
- I worked on sources and evidence by creating many lectures about how to locate reliable information. Also, I created lectures about how to evaluate information. I also had many individual conferences during the term and this one on one instruction with hugely beneficial in helping students organize their thoughts. (WR)

Web Resources

- <https://mediabiasfactcheck.com/> "... the most comprehensive media bias resource on the internet. " Use the search bar to check the bias of any source.
- CGCC library website resources: Request help from the library to create course-specific resource guides
- www.google.com/scholar (narrows down search to peer reviewed articles)

CGCC Resources

- For writing assistance visit the writing tutor. See [The Cove](#) for scheduled hours in both Hood River and The Dalles.
- CGCC Library page with links for researching, citing sources and evaluating information to name a few: <https://www.cgcc.edu/libraryresources>
- CGCC Code of Student conduct, including our plagiarism policy which is pertinent: [Board Policy 30A Student Rights](#) and [Student Handbook](#)

STYLE GUIDES

Citation Machines

- Citation Machine creates citations for MLA, APA, Chicago styles It will also format your work into something called 3Biotech style, if that's what you're into: <http://www.citationmachine.net/>
- Here's a youtube tutorial about using son of citation machine: <https://www.youtube.com/watch?v=BZx8Eaxjerk>

MLA

- Overview of MLA format with guide and examples: <https://owl.english.purdue.edu/owl/resource/747/01/>
- Youtube video tutorial for MLA citations: <https://www.youtube.com/watch?v=HTaUHS1mnvw>

APA

- Overview of APA format with guide and examples: <https://owl.english.purdue.edu/owl/section/2/10/>
- American Psychological Association's APA Style website: <https://apastyle.apa.org/>
- APA Paper Sample with sections highlighted and explained: <https://owl.english.purdue.edu/owl/resource/560/18/>

Chicago Manual of Style

- Overview of Chicago Manual of Style format with guide and examples: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html
- Sample Chicago Manual of Style Paper with sections highlighted and explained: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/documents/20191107CMOSSamplePaperNB.pdf

Plagiarism

- Huge info source for teachers AND students including tips for recognizing and avoiding plagiarism: <http://www.accreditedschoolsonline.org/resources/preventing-plagiarism/>
- Identifying and avoiding Plagiarism from Cornell. Including "What are sources" and "How can I avoid plagiarism?" <https://guides.library.cornell.edu/c.php?g=168160&p=1105341>
- Plagiarism quiz, from Yale: <http://ctl.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism>

Using Sources Effectively

- Practice sheets for using quotations correctly, including a template with an "honesty pledge" to avoid plagiarism and information and practice evaluating source material: <http://www.skylinecollege.edu/skyenglish/10IntegratingSources.pdf>
- Printable "C.R.A.P". test for evaluating sources: <https://library.indianastate.edu/craaptest>
- Don't forget that the CGCC library staff can come to your class to discuss evaluating sources skills and other helpful research methods: <https://www.cgcc.edu/library>
- Resources for identifying fake, satirical and "clickbaity" news sources: <https://d279m997dpfwgl.cloudfront.net/wp/2016/11/Resource-False-Misleading-Clickbait-y-and-Satirical-%E2%80%9CNews%E2%80%9D-Sources-1.pdf>
- NPR story on a Stanford study that finds most students are vulnerable to fake news: <http://www.npr.org/2016/11/22/503052574/stanford-study-finds-most-students-vulnerable-to-fake-news>
- Gene Weingarten Article from Washington Post--"There's a difference between crappy, lazy Internet writing and real plagiarism and I contend that when you start calling the first thing the second thing, you belittle the seriousness of real plagiarism." https://www.washingtonpost.com/news/arts-and-entertainment/wp/2014/07/29/gene-weingarten-when-plagiarism-is-merely-petty-bull-poo/?utm_term=.9a79a97e8502

Organization and Presentation

Instruction Ideas

- Paragraph development – topic sentences with supporting details
- Share rubric/expectations and requirements for assignment with students

- How to highlight ideas
- Review sentence/paragraph/essay structures
- Specific skills such as: topic sentences, transitions (“consequently”, “however”, “subsequently”), key words
- Provide examples for students of previous student work that was A-level

Activities

- Provide students opportunities to develop outlines
- Assembling and cutting apart paragraphs
- Add organization to personal assignment rubrics
- Consider developing a learning community between WR 121 and content area course, such as HST 101
- With regard to “Organization and Presentation,” I have added to the Moodle shell for this course a comprehensive guide to outlining their topic, as well as examples of a completed organizational outline and a visual representation of an effective speech (via video link). (COMM)
- Students write up a report on a set of graphs. They need to organize their thoughts so that their presentation on the material can make sense to those not familiar with the material (MTH)
- The course has an assignment specific to Organization. Students submit an outline so that I can check organization for their paper. This then formally assessed using the ILO#1 rubric, which is shared and explained to the students. (PSY)

Resources

- [Graphic organizers](#)

General Writing Resources and Writing Labs

- Purdue Online Writing Lab--probably the most widely used writing lab. It's a textbook, basically: <https://owl.english.purdue.edu/owl/resource/747/01/>
- Excelsior Writing Lab, which is also pretty good. It has cartoons and soothing colors which makes it seem friendlier than Purdue's rather dry OWL: <http://owl.excelsior.edu/>
- Kirkman Reader with explanations of and sample essays for many types of essays from a refreshing variety of sources including *Mother Jones* and *The New Yorker*: <http://www.kirkmanreader.com/>

Grammar Skills

- Grammar instruction and friendly informative interactive quizzes from Grammar Bytes: <http://www.chompchomp.com/menu.htm>
- Writing Resource page from Capital Community College Foundation with grammar instruction and quizzes as well as a ton of information about the writing process and formatting essays: <http://grammar.ccc.commnet.edu/grammar/>
- Grammar Girl's "Quick and Dirty Tips" are helpful and easily accessible: <http://www.quickanddirtytips.com/grammar-girl>

MLA Essay Writing Start to Finish

- Printable examples of how to make a formal outline for an essay/research paper from Austin Community College: <https://library.austincc.edu/help/tutorials/research-papers/story.html>

- Pedantic youtube video about writing a basic 5 paragraph essay: <https://www.youtube.com/watch?v=GwjmMtTV01g>
- Writing Process from Roane State Community College--includes brainstorming, outlining, intro and conclusion styles, how to write body paragraphs and revision tips. This is another one stop shopping OWL: <https://www.roanestate.edu/?7091-OWL-Homepage>
- Writing a thesis: <https://wts.indiana.edu/writing-guides/how-to-write-a-thesis-statement.html>
- Thesis Generator, for those who are feeling overwhelmed at the prospect of getting started: <http://johnmgarvey.com/apworld/student/thesiscreator.html>
- How to organize body paragraphs in Point/Information/Explanation format: <https://writingcenter.uagc.edu/body-paragraphs>
- This is a solid tutorial that teaches how to effectively integrate quotations into an essay using the "They Say/I Say" template format. It's a helpful video but the volume is low so you have to crank it: <https://www.youtube.com/watch?v=Brre8LmXo8c>
- Printable templates from the "They Say/I Say text. Extremely useful for teaching students to engage in academic "conversations": <http://www.csub.edu/eap-riap/theysay.pdf>
- Writing Introductions and Conclusions from UNC Chapel Hill: <http://writingcenter.unc.edu/handouts/introductions/>
- The UNC Chapel Hill owl also has many printable handouts on a variety of writing concepts including tips for writing in specific fields such as philosophy and religious studies. <http://writingcenter.unc.edu/handouts/>
- Free "Essay Lab" from Shmoop with help on literary, academic and college admission essays as well as subject specific essay writing, a thesis builder and grammar skills. <https://www.shmoop.com/teachers/best-practices/free-content/essay-lab.html>
- Shmoop also has various youtube tutorials which may or may not be too snarky for your taste: <https://www.youtube.com/user/shmoopdotcom>
- as well as helpful breakdowns of poetry and literature for students who might need help breaking into a tough text: <http://www.shmoop.com/literature/>
- Highlights complex sentences <https://hemingwayapp.com/>