

Ideas and Resources for Teaching to ILO: Communication

CGCC Resources:

- For writing assistance visit the writing desk. See <https://www.cgcc.edu/cove> for scheduled hours in both Hood River and The Dalles.

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.

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:

CGCC Library page with links for researching, citing sources and evaluating information to name a few: [Finding Information](#)

- CGCC Code of Student conduct, including our plagiarism policy which is pertinent: <https://www.cgcc.edu/sites/default/files/student-services/Student-Handbook.pdf>

STYLE GUIDES

- 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 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/>
- 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.english.purdue.edu/owl/section/2/12/>
- Sample Chicago Manual of Style Paper with sections highlighted and explained: https://owl.english.purdue.edu/media/pdf/1300991022_717.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://plagiarism.arts.cornell.edu/tutorial/logistics.cfm>

- Online Plagiarism quiz from Cornell to take after reading through the tutorial:
<https://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>

Online tutorial and interactive plagiarism quiz with a pre and post test:
<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

- Another plagiarism quiz, this time from Penn State:
<https://guides.libraries.psu.edu/apaquickguide/quiz>
- Pearson's plagiarism, grammar checker and professional tutoring is available for a price but some may think it's worth the investment: <http://en.writecheck.com/>

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.hccs.edu/evaluatingresources/test>

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-bullpoo/?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

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>
- 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: <http://www.austincc.edu/tmthomas/sample%20outline%201.htm>
Pedantic youtube video about writing a basic 5 paragraph essay:
<https://www.youtube.com/watch?v=GwjmMtTVO1g>
- Thesis Generator, for those who are feeling overwhelmed at the prospect of getting started:
<http://johnmgarvey.com/apworld/student/thesiscreator.html>
- 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=zuLbUO5-mws>
- 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/>
- 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 <http://www.hemingwayapp.com/>

Ideas and Resources for Teaching to ILO: Critical Thinking and Problem Solving

Student Positions

Instruction Ideas

- Discussions on personal opinion
- Add “Student Position” to assignment grading rubrics

Activities

- (MA) Students are given a health care related law or statute that they must pick “for or against”
- (RN) Students analyze patient data to prioritize patient care
- Current event debates
- Ask students to provide cross-cultural perspectives
- Historical comparisons
- Family vs individual expectations and constraints
- Music – physics of sound
 - Pre-conceived ideas of cultural differences
- Math – initial assumptions as positions
- Require students to take alternative positions
- Online discussion forms that elucidate debate
- Class discussions that take the form of a Socratic seminar
- Ask students to re-evaluate their position
- Essays focusing on supporting a position
- In class discussions where students have to determine their position and support it
- Develop hypothesis – prove wrong or right
- Set up debates with teams of students
- Discussion boards on issues

Resources

- Case studies of other people

Evaluate Potential Solutions

Instruction Ideas

- Directly instruct the linguistic forms of analysis and argumentation
 - “however”, “as a result”, “consequently”, “therefore”, “on the other hand” -- provide language scripts so that students can orally practice presenting a claim and a counter claim
- Train students to use media bias factcheck.org to evaluate their sources
- During lecture discuss (societal) problems – students request solutions. When no clear solution demonstrate critical thinking to discuss/analyze problem

- Present opposing viewpoints
- Train students in estimation skills in order to evaluate math solutions

Activities

- (MA)Practice Triage – ID main issue
 - Related concerns about diagnoses/meds
 - Best next steps
- Comparison of methods through student presentations
- Causal analysis paper
 - Cause and effects – why? and/or what?
- Comparison/contrast
 - Cultures: Spanish
- Design activities in which students research information to present to class instead of providing the sources
- Giving open-ended activities allows students to sort their values and formulate reasons for their rankings – allows students to understand their values & others
- Provide pro-con articles to read and evaluate ([Newsela](#), [ProCon.org](#), [Opposing Viewpoints from Gale](#))
- Ask students to justify and explain
- Writing assignments that require positions on “hot topic” issues such as gun control
- Offer math projects/activities that require students to evaluate computed data and use it to support choices or recommendations
- (CAS) Evaluate web sites that are not “optimized” for solutions to enhance optimization
- Evaluate other students’ papers/projects/decisions
- Ongoing projects (ie. the big earthquake – tools to evaluate position progressively)
- In class small group work addressing benefit – cost grid
- Use of

Problem	Solution

- Capstone synthesis project
- Lab-work: compare hurricane warnings and aftermath
- Service Learning – send to opposing groups to observe

Resources

- Literature on problem solving
- [Newsela](#), [ProCon.org](#), [Opposing Viewpoints from Gale](#)

IDEAS AND RESOURCES FOR TEACHING TO ILO#3: QUANTITATIVE LITERACY

INSTRUCTION IDEAS

Assumptions:

1. Instructors should talk more about assumptions in class.
 - a. After formative assessment, several group members mentioned their students' knowledge of assumption is limited to assuming the data used in the course is collected properly.
 - i. Instructors should introduce critical information literacy by encouraging students to question sources of information
2. Instructors should also be cognizant of what assumptions they are making when they generate assessments.
 - a. Talk to the students to determine how to develop culturally sensitive standardized test questions to ensure outcomes can be measured accurately.
 - i. For example, "How many times do you eat chocolate during Lent?" makes the assumption everyone knows what Lent means.
3. Instructors should remind students that there are multiple ways to accomplish a task.
4. Ask students whether they are aware of the assumptions they are making when viewing and interpreting data?
5. Application/Analysis is fairly easy if taught, the hard part is teaching Assumptions. They are so trained to just find the answer they don't look at the parts of a problem/issue to make an assumption.

Analysis:

1. Even Middle School students can do Quantitative Literacy if taught and stepped through the process. (BUS)
2. Academic analysis is more than just general information. Can be used to direct &/or detect a perspective. (WR)

ACTIVITIES

Assumption:

1. The instructor provides students with a link to information about dihydrogen monoxide that includes true but misleading information about the dangers of water. Students who rely on the single source often jump to the conclusion that water should be banned. Later, they are asked to reflect on this assumption. (BI)
2. Students are asked to select a town, gather population data, generate a growth curve, and then compare projected data to the actual population. They must use assumptions to explain the difference between the two. (MTH)
3. Raise opposing views and arguments as part of the process before any final writing. (WR)

Analysis:

1. Assumptions about following directions = different results (ART)
2. Students must determine the material composition of a penny. While this takes about five minutes to Google, they have to show and analyze data to support the answer (BI)
3. Basic equations may be a stumbling block for students if they don't really remember from last class or last math class. Assuming that they have the knowledge is not good. Pre lab quizzes help with this. (BI)

4. Students are asked to analyze financial statements to determine how a company is performing (BUS)
5. Students come in. Identify and teach them to use critical thinking. Give them the same quiz at the beginning and end of the term. See growth from their assumptions. Reading-facts. Reading and interpretation. Learning how to reason and change our assumptions through reading facts. (CG)
6. Textbooks include tables, graphs, charts, etc. related to content and it provides opportunities to read and interpret the data. Ask students to make future predictions.(Consumer & Family Studies)
7. Explaining industry-wide vocabulary for quantifying, measuring, and making conclusions with integrity. (CS)
8. Students assume that speaking slowly in another language helps them to be understood, when actually they need to put the stress on certain parts of the word to be understood. (ESOL)
9. Use article of summary, concept maps, overlaying multiple maps, and focus on evidence-based decision-making to support clients (Health Sciences)
10. Teaching students that they don't know what the basic terms mean. They assume that they know. Difference between academic and social norms when discussing government terminology, etc. Students assume cause and effect correctly. Assess students assumptions through class discussion and essays (HST)
11. Social sciences can use analysis to compare trends and stats across history i.e. analyzing how "Patriotic history" trends parallel those of WWII Germany (HST)
12. Analyzing lab results to interpret rationale for patient care (MA)
13. Different equations = different answers. Using different equations and how students assume and or know what equations to use.(MTH)
14. Writing assignments: Students make a claim, use evidence to support the claim, and explain how/why it supports their claim. (Pre-College)
15. Pre lab quizzes so faculty do not assume what students know. (NUR)
16. Can be very difficult to help students to understand difference between article summary and article critique. Summary is easier, critique takes teaching and practice. (NUR)
17. Showing research papers and how to find them, then how to find specific elements/parts of what it contains - what is it actually saying? What is the hypothesis? (SCI)
18. Assumptions are too easy to make (we do it all the time without thought) - get the students to write more analysis- just think about it. (SCI)
19. Sciences - Support students to locate and cite credible sources and websites (SCI)
20. Very applicable for technical writing especially for identifying problems, locating credible sources, interpreting the data, and making conclusions. (WR)

RESOURCES

1. *Freakonomics Radio* episode called "[America's Math Curriculum Doesn't Add Up](https://freakonomics.com/math/)" (Ep. 391) <https://freakonomics.com/math/> (Steve Levitt investigates whether traditional math instruction is really preparing students for the work of the digital era. What he found was a curriculum that is not teaching data literacy)

IDEAS AND RESOURCES FOR TEACHING TO ILO#4: CULTURAL AWARENESS

INSTRUCTION IDEAS

- Make integral throughout curriculum
- Incorporate service-learning into courses – getting involved in community cultures
- Foster peer-peer interaction
- Use multi-media (videos, music, articles, guest speakers) to engage student curiosity
- Help students learn to ask more critical, reflective questions
- Give them time/opportunities to ask the questions
- Make it personal to the students
- Start with visual communication – have open talks about different interpretations
- Being exposed to social culture in USA as well as outside USA
- Exposure to writings/authors translations into English
- Reward creativity and ideas in students
- Acknowledge that social groups are cultures and awareness is critical to us understanding and making decisions
- Supplemental materials with multicultural focus (videos, articles, guest speakers)
- Encourage “Devil’s Advocate” in class discussions
- Asking open-ended questions
 - Varying perspectives approach
- Small group work in class sessions
 - Diverse make-up of groups
- Keep in mind who audience is
- Taking learning out of the classroom and into the real world
- Look at people who have done research from South America because that is a large culture in my class

ACTIVITIES

- Assignments that are more exploratory in nature (as opposed to strictly skill based)
- Assignments that include/require an element or component of cultural awareness
- Share personal identity (students and faculty)
- Understand own culture
- Self-assess dimensions of cultures
- Situational prompts and how one responds
- Food exposure from different cultures

- Interview a person of another culture
- Cultural write-up and class presentation
- Research assignment of another culture
- Word origin/cognates
- Background/cultures/students – contrast and compare
- Readings about other cultures – essay response
- Cultural collages
- Difference with international systems of units - bargain vs USA system
- Movies from foreign countries
- Field trips to foreign countries
- Class activities that force students to put themselves in other’s shoes – details of scenario/case study, etc.
- Projects with international focus
- Stereotyping exercises
- Appreciate values of childhood/background
- Self-assessments (awareness) to rate and seek to improve CQ (Cultural Awareness Component)
- Read short articles about other people’s education
- Look at culturally diverse pieces of literature – children’s stories - use literature as a way to establish connections
- International business – what is acceptable?
- Using reading materials by authors from around the world

Course Specific

ECE

- Multi-cultural and child development
 - The first level is looking with-in – what are my biases? How will that affect my working with children?
 - The second level focuses on how to apply cultural awareness and appreciation, i.e.: Windows and Mirrors

FN 225

- Differences in ideas and approach to disease

G208

- Volcanoes Discussion - Provide information about other cultures to get students thinking

LIB

- Privacy censorship – how other cultures deal with policies

MTH

- incorporate cultural information into math work problems = spark curiosity
- Quick research moment for math history (using cell phone & 3 mins.)

Institutional

- CGCC needs to support more courses that speak strongly to cultural curiosity (literature, foreign language, gender studies, etc.)
- CGCC website different languages
- Culture fair

Barriers and/or obstacles to curiosity about Cultural Awareness:

- So “white” – student & faculty
- Not interested
- Fear of not being “it”
- How to ask questions?
- No exposure/experience

IDEAS AND RESOURCES FOR TEACHING TO ILO#5: COMMUNITY AND ENVIRONMENTAL RESPONSIBILITY

INSTRUCTION IDEAS

- Incorporate real world/global examples
- Create assignments where students compare/contrast using community/social examples
- Incorporate global themes to assignments
- Provide global views to different themes, i.e. studying the idea of community from a global perspective
- Identify/discuss cultural origin of knowledge

ACTIVITIES

- Encouraging students to participate/volunteer in more community events
- Incorporate trips where students can actually see effects of the natural world on the community (i.e. volcanoes) and the effects of the community on the natural world

INSTITUTIONAL

- Current Events as a Gen. Ed. Course

RESOURCES

- [Top 9 Resources for Environmental Education Lessons](#)
- [Teaching Sustainability](#)
- [Using Art to Teach Environmental Responsibility](#)
- [Teaching about Teaching Sustainability](#)
- [Environmental Education Activities for Teacher Educators: A Sampling from Wisconsin](#)
- [What is Service Learning or Community Engagement?](#)
- [Eportfolios and internationalization: Meeting the Needs of the Emergent Global Learner](#)

RESOURCES FROM ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES

- [Models of Global Learning](#) (eBook can be downloaded for free)
- [AACU Office of Global Citizenship for Campus, Community and Careers](#)