



Innovative and Truly Exceptional Student Experiences in the Classroom

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Purpose of the Course

This course supports students' reading experiences through strategies that enable them to:

- Strengthen memory and recall
- Increase comprehension and understanding
- Develop and enhance critical thinking
- Become active, engaged, curious, and motivated readers

Expectations of the Course

Students are expected to:

- Attend class regularly and on time
- Be prepared to contribute to classroom discussions
- Display respectful behavior at all times
- Participate in small group activities
- Complete and submit assignments by the due dates

Learning Outcomes

As measured by their performances on assignments, presentations, exams, and course participation, students will demonstrate a proficiency level of 70% or higher on the below strategies:

Preview simple and complex reading materials found on the RBC Library and other databases

Engage in a dialogue with the literature by annotating and asking questions throughout the reading experience

Identify patterns of words and phrases and understand what authors expect to be gleaned from their point of views

Connect current knowledge with new information and make applications of the readings to different contexts

Make comparisons and contrasts between/among ideas presented in the readings

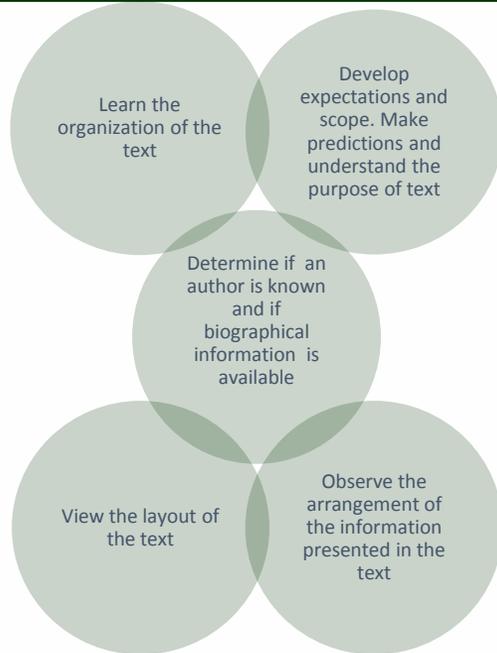


The below strategies were used on readings ranging from simple one-page documents to longer and more complex research articles.

Observe The Text

Readers look around
and through
the text.

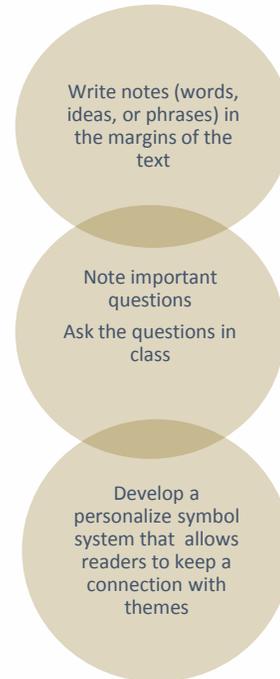
(Starting Week 1 through the semester)



Annotate

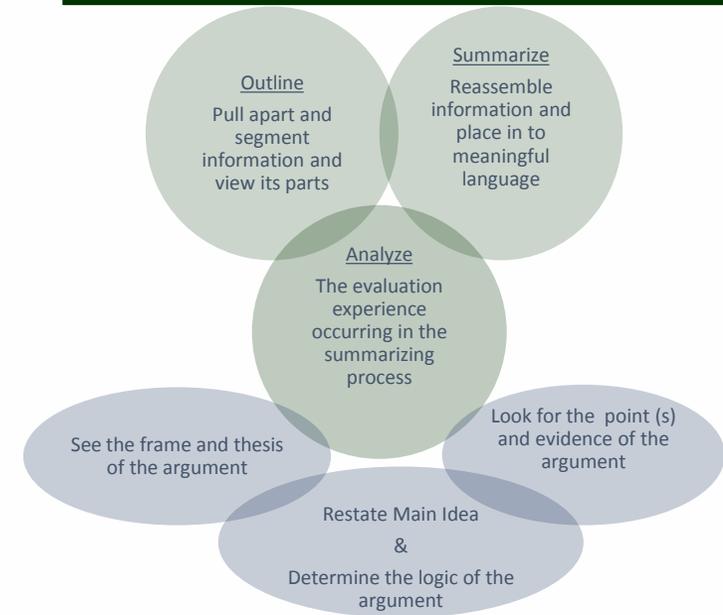
Readers are moved into
dialogue with the text.
Reading is thinking-intensive.

(Week 2 through the semester)



Outline, Summarize, and Analyze

(Week 3 through the semester)

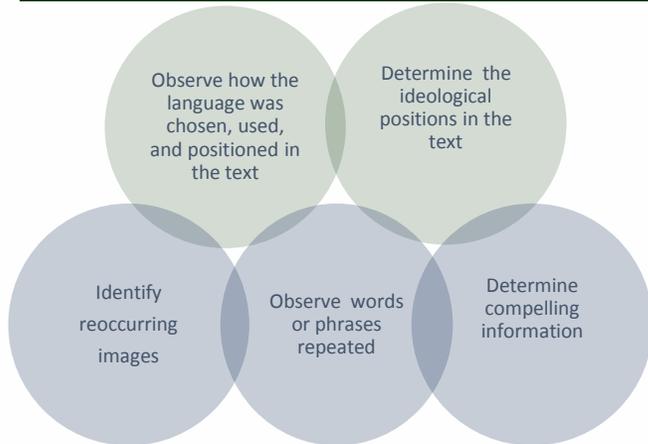


Reading strategy adapted from: Gilroy, S., (2011). *Interrogating the text. Reading habits to develop in your first year at Harvard.* President and Fellows at Harvard University



Repetitions & Patterns

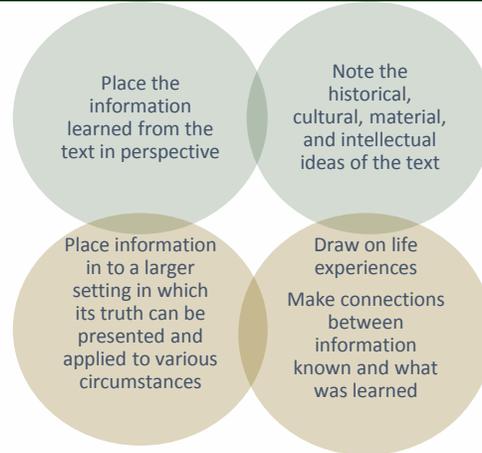
(Week 4 through the semester)



Contextualize Information

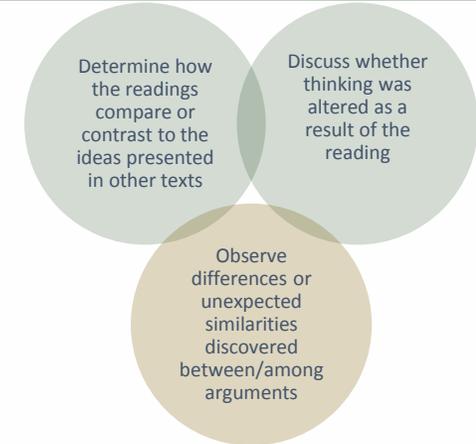
Adding Real-World Relevance

(Week 5 through the semester)



Compare & Contrast

(Week 6 through the semester)



Course Structure

Weeks 1-3	12 articles (1 to 5 pages)	Short readings, written reflections, small group activity-(Know Thyself) and class discussions
Weeks 4-6	10 articles (5-10 pages)	Readings, written reflections, group activities-(Know Thy Neighbor) and class discussions
Weeks 7-9	8 articles (10-15 pages)	Readings, learn the anatomy of a research article & group discussions
Weeks 10-12	7 articles (10-20 pages)	Readings- Silent reading of research articles -Instructor monitored and available for individual questions
Weeks 13 to Final	4 articles (18-37 pages)	Written reflections and presentations- Synthesize and reflect on favorite articles-Capstone Assignment

Reading strategy adapted from: Gilroy, S., (2011). *Interrogating the text. Reading habits to develop in your first year at Harvard.* President and Fellows at Harvard University



Forty-one articles were read and discussed. Below are some of the readings selected for the Fall 2017 semester.

- Bandura, A. (2005). The primacy of self-regulation in health promotion. *Applied Psychology: An International Review*, 245-254. Retrieved from <https://www.uky.edu/~eushe2/Bandura/Bandura2005AP.pdf>
- Bogart, J. (2016). *What are the liberal arts?* Retrieved from <http://mycollegeguide.org/articles/liberal-arts-degrees/what-are-liberal-arts>
- D'ambrosio, U. (1990). The role of mathematics in building a democratic and just society. *For the Learning of Mathematics*, 10(3), 20-23.
- Dimick, A. S. (2012). Student empowerment in an environmental science classroom: Toward a framework of social justice science education. *International Journal of Inclusive Education* 20(3), 229-245.
- Flynn, D.M., MacLeod, S. (2015). Determinants of happiness in undergraduate university students. *College Student Journal*, 49(3), 452-460. doi: 10.1007/s10902-014-9541-4
- Goldman, D. (2013). The focused leader. *Harvard Business Review*. Retrieved from <https://hbr.org/2013/12/the-focused-leader>
- Jan, D., Anwar, M.A., & Warraich, N.F. (2017). Emotional intelligence and academic anxieties: A literature review. *New Review of Academic Librarianship*, 23(1). 6-17.
- Kashdan, T.B., & Yuen, M. (2007). Whether highly curious students thrive academically depends on perceptions about the school learning environment: A study of Hong Kong, adolescents. *Motivation and Emotion*, 31, 260-270.
- Kennelly, S. (2012). *Happiness is about respect, not riches*. Retrieved from https://greatergood.berkeley.edu/article/item/happiness_is_about_respect_not_riches
- Lyubomirsky, S., King, L. & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855.



Continued

Meltzer, D. (2017). *Empowerment and the importance of giving back*. Retrieved from <https://www.entrepreneur.com/article/294848>

Papathanasiou, I., et al., (2014). Motivation, leadership, empowerment, and confidence: Their relation with nurses' burnout. *Mater Sociomed*, 26(6), 405-410. doi: 10.5455/msm.2014.26.

Polanin, M. & Vera, E. (2013). Bullying prevention and social justice. *Theory into Practice*, 52(4), 303-310. doi: <https://doi.org/10.1080/00405841.2013.829736>

Ramdass, D. & Zimmerman, B.J. (2011). Developing self-regulation skills: The importance of homework. *Journal of Advanced Academics*, 22(2), 194-218.

Stromquist, N.P. (2015). Women's empowerment and education: Linking knowledge to transformative action. *European Journal of Education*, 50(3), 307-324. doi: 10.1111/ejed.12137

The Friedman School of Nutrition Science & Policy (2005). How stress can make you forgetful, age faster. *Tufts University Health & Nutrition Letter*, 22(12), 1-3.

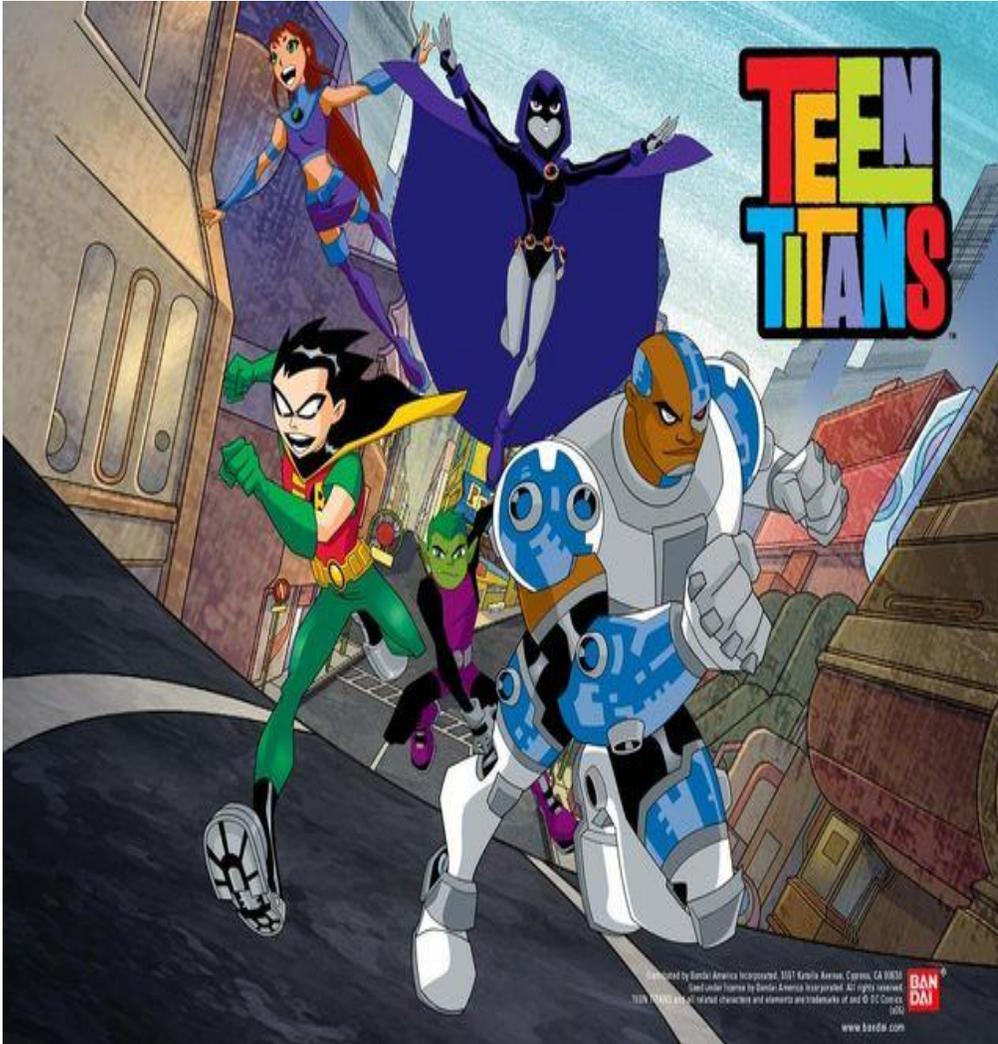


ESE & Pop Culture

Dr. Vanessa Stout



- Hall and Lucal (1999) explain how sociology can offer a unique perspective on popular culture; moreover, it can create associations between sociology class (ESE) and our world.
- Millennials spend 3 hours and 38 minutes a day on television and Gen Z spend more time on Social Media (YouTube/Netflix)



- Objective: To teach students how critical thinking can be used in every day situations
- Challenge students to ask questions and start discussions on material they watch, read, or listen to frequently
- Students contributed to both political and personal conversations about the challenges they face as college students



- Let pop culture be a pathway to larger discussions about both political and personal issues
- **DO THE RESEARCH!!!!**



“Teaching with TED”

Tatyana Jones, RBC Freshman











