

First Year Seminar
FALL 2023

MEETING 5

Community

- DAACS follow-up
- Community
- Leadership

1

Three things today

- 1 DAACS follow-up
- 2 Community
- 3 Leadership

2

Instructional Support Services Program

718-960-8175 • issp.program@lehman.cuny.edu • <https://markwilson.com/lehman/issp.pdf>

Wait, What Did I Just Read? Strategies for Reading Difficult Texts
This workshop helps students develop strategies for reading various types of texts, including scholarly articles drawn from different disciplines. Click dated date to register. [Fall 2023](#) [Spring 2024](#)

Quoting, Paraphrasing & Summarizing
This workshop offers a review of quoting, paraphrasing, and summarizing, essential tools for research-based writing. We'll also discuss how careful use of these tools helps to avoid plagiarism. Click dated date to sign up. [Fall 2023](#) [Spring 2024](#)

Citation Basics
This 90-minute workshop (not a series) provides an overview of citation basics, including when and how to cite sources in your paper. Alls focus but we'll address MLA as well. Click dated date to sign up. [Fall 2023](#) [Spring 2024](#)

Effective Writing
This workshop can do the real work of your academic writing. Attention to grammar and punctuation is crucial, especially for students of all levels. [Fall 2023](#) [Spring 2024](#)

Academic Writing Boot Camp
This workshop series addresses elements of research-based writing. [Fall 2023](#) [Spring 2024](#)

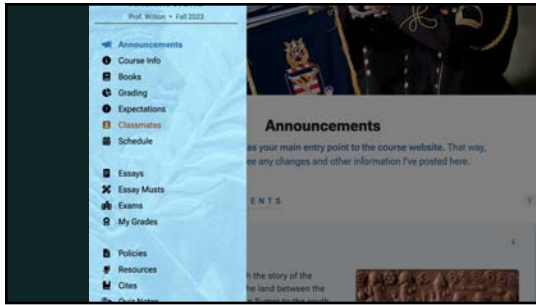
Writing the Literature Review
All are welcome at this workshop targeted to graduate students and advanced undergrads. [Fall 2023](#) [Spring 2024](#)

Studying Effectively
This workshop provides techniques for studying effectively, with an emphasis on strategies that will help students in the sciences. [Fall 2023](#) [Spring 2024](#)

ELL Multilingual Support Group
For English language learners (ELL) seeking to build on their grammar knowledge and English language communication skills, this group provides weekly sessions alternate with conversation hours in a supportive, informal setting. [Fall 2023](#) [Spring 2024](#)

Email-Based Writing Tutoring
Did you know you can send in your paper for written feedback? Using your online email, send your paper to your advisor at writing@lehman.cuny.edu. Share with us the course name and number, the assignment questions, and what you would like your tutor to focus on. A tutor will respond within 24-48 hours.

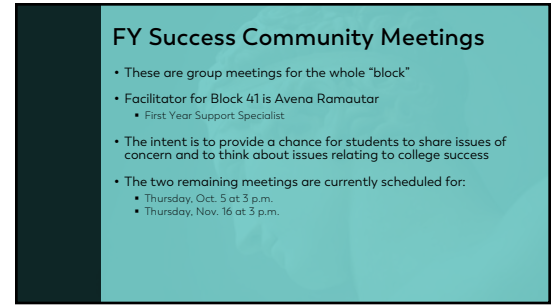
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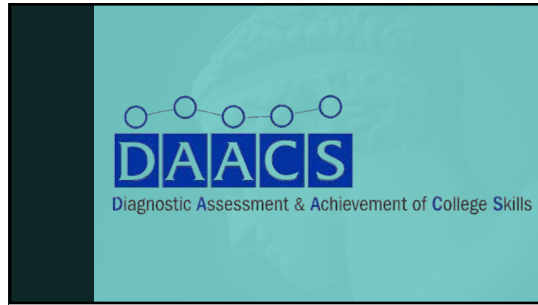
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The feedback comes in three different forms:



The feedback has four levels. Click on More info to get more specific feedback:

1. Overview: What is the domain?
2. Domain: How did I do on the domain?
3. Sub-domain: How did I do on the sub-domain? What strategies can help me improve?
4. Item-level: How can the strategies help, based on how I answered the questions?

Our studies show that students who read the feedback and click on the links do better than those who just take the assessments and log off. So please use the feedback!

10

DAACS responses

11

DAACS report headings

- Metacognition
- Motivation
- Strategies
- Self-Efficacy

12

Metacognition

- **Planning**
 - I think of several ways to solve a problem and choose the best one.
 - I think about what I really need to learn before I begin a task.
 - I ask myself questions about assigned readings before I begin.
 - I think about the best ways to complete assignments before I begin them.
 - When I study for a test, I think about the types of questions that might be on it.
- **Monitoring**
 - I ask myself periodically if I am meeting my goals.
 - I find myself analyzing the usefulness of my study strategies while I study.
 - I ask myself questions about how well I am doing while I am learning something new.
 - I consider several alternatives to a problem before I answer.
 - I find myself pausing regularly to check my comprehension.
 - I ask myself if what I'm reading is related to what I already know.
- **Evaluation**
 - I ask myself if I learned as much as I could have once I finish a task.
 - I ask myself how well I accomplished my goals once I'm finished.
 - I summarize what I've learned after I finish.

13

Motivation

- **Anxiety**
 - During important exams, I think that I am doing awful or that I may fail.
 - During important exams, I cannot remember material that I knew before the exam.
 - The closer I am to a major exam, the harder it is for me to concentrate on the material.
 - When I study for my exams, I worry that I will not remember the material on the exam.
- **Mastery Orientation**
 - I find coursework enjoyable.
 - I want to master the things I am learning.
 - What I am learning is relevant to my life.
 - Learning is fun for me.
- **Mindset**
 - You can always change how intelligent you are.
 - Your intelligence is something about you that you can't change very much.
 - You can learn new things, but you can't really change your basic intelligence.
 - No matter how much intelligence you have, you can always change it quite a bit.

14

Strategies for Understanding

- **Help Seeking**
 - I ask others for help when I don't understand something.
 - I ask questions about things I don't understand.
 - I ask my instructor questions when I do not understand something.
 - I look things up online to help me understand.
- **Managing Environment**
 - I make sure no one disturbs me when I study.
 - I try to study in a place that has no distractions (e.g., noise, people talking).
 - I let people interrupt me when I am studying.
 - I let electronic devices (e.g., television, cellphones) distract me when I am studying.
- **Managing Time**
 - When I have an upcoming test, I wait to the last minute to start studying for it.
 - I pace myself while learning in order to have enough time.
 - I finish all of my schoolwork before I do anything else.
 - I use a calendar to organize my time to complete my schoolwork.

15

Self-Efficacy

- **Self-Efficacy for Mathematics**
 - When thinking about learning in math class, how CONFIDENT are you that you can effectively prepare or study for tests?
 - How CONFIDENT are you that you can perform well on math exams, assuming you can use a calculator?
 - How CONFIDENT are you that you can understand what most math problems are asking for?
 - How CONFIDENT are you that you can keep up with the pace of instruction in a math class?
- **Self-Efficacy for Online Learning**
 - When learning in an online course, how CONFIDENT are you that you can work effectively in peer or group activities?
 - How CONFIDENT are you that you can stay focused when listening to lectures or watching course videos?
 - How CONFIDENT are you that you can learn independently without immediate guidance or direction from a teacher?
 - How CONFIDENT are you that you can effectively manage the required assignments and activities?
- **Self-Efficacy for Reading**
 - When asked to read an assigned text, how CONFIDENT are you that you can remember the key parts of a reading passage?
 - How CONFIDENT are you that you can comprehend reading material that has technical or unfamiliar vocabulary?
 - How CONFIDENT are you that you can accurately summarize the main points of lengthy reading materials?
 - How CONFIDENT are you that you can read assigned materials with both speed and comprehension?
- **Self-Efficacy for Writing**
 - When writing for college courses, how CONFIDENT are you that you can organize your writing with a specific audience in mind?
 - How CONFIDENT are you that you can use feedback about your writing from teachers or others to improve on your writing?
 - How CONFIDENT are you that you can effectively evaluate and determine on your own how to improve your writing?
 - How CONFIDENT are you that you can use details and evidence to support an argument you are making in your writing?

16

Writing assessment rubric

- **Content**
 - Summary
 - Suggestions for improvement
- **Organization**
 - Structure
 - Transitions
- **Paragraphs**
 - Focus on a Main Idea
 - Cohesion
- **Sentences:**
 - Correct Syntax
 - Complex
- **Conventions:**
 - Usage
 - Punctuation

17

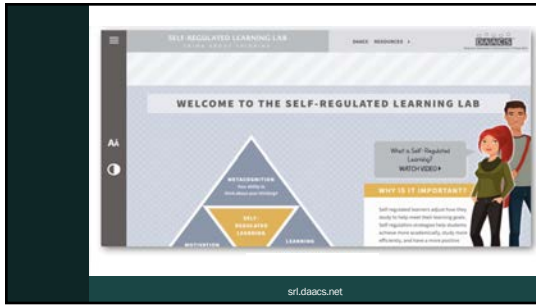
Open Educational Resources (OERs)

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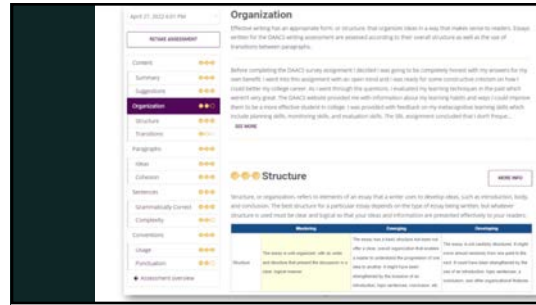
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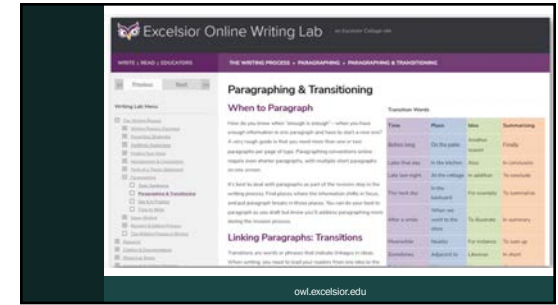
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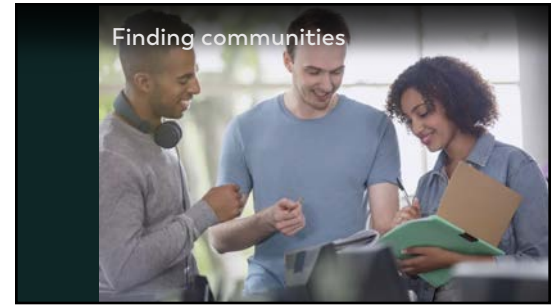
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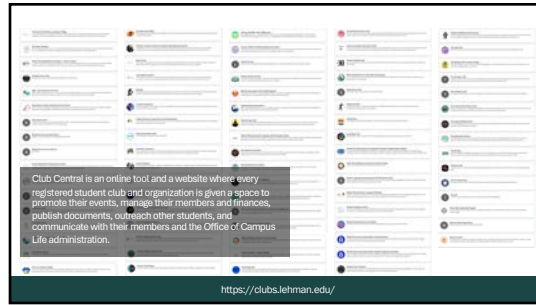
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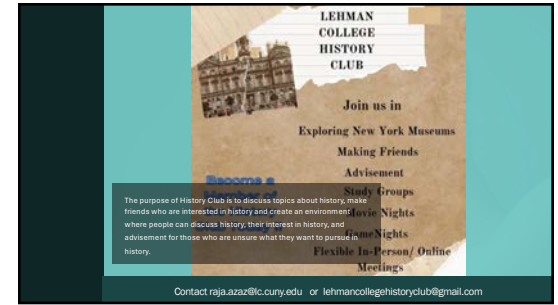
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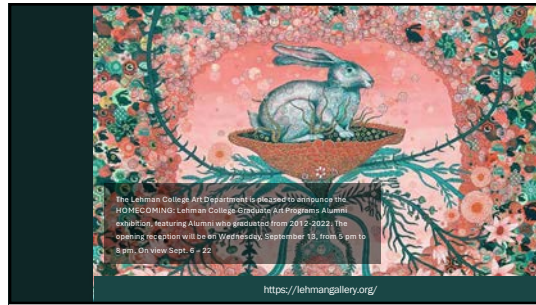
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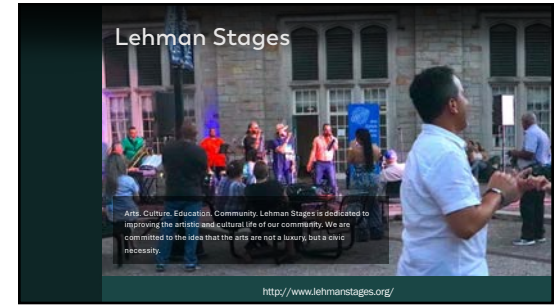
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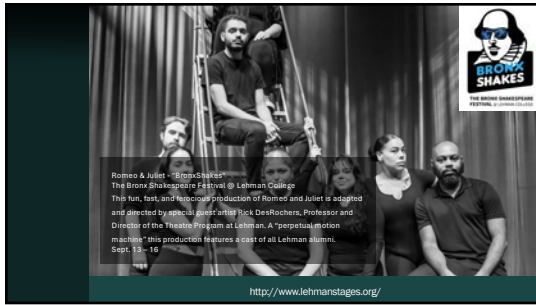
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