



C O N F E R E N C E

**Focus  
on  
Teaching**

P R O C E E D I N G S

Thursday, January 14, 1993

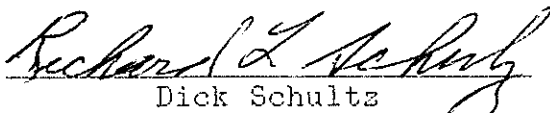
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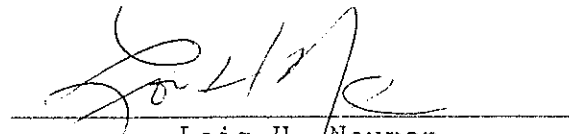
*Charles County Community College*

## FORWARD

This volume represents the research, practices, and experience of conference presenters who chose to submit their papers for publication. AFACCT was fortunate to have many excellent presentations at this third Annual Conference.

This Conference was the result of the combined efforts of the AFACCT Board of Representatives who planned and participated in all aspects. Credit also goes to our colleagues and the Maryland Community College Vice Presidents and Deans for their continued support and participation. The faculty and staff at Charles Community College receive special thanks for their help and encouragement.

  
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FOCUS ON TEACHING

Selected Papers from the Third Annual  
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Compiled by  
Ann Commito, Frederick Community College

1993

PROCEEDINGS

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## TIPS FOR SUCCESSFUL GRANTS WRITERS

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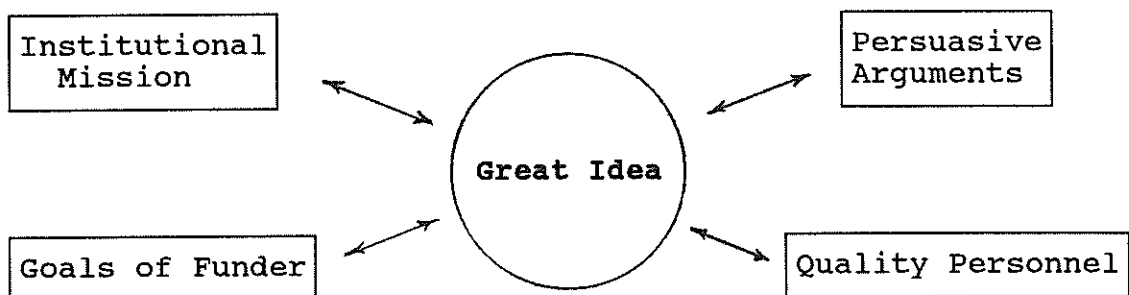
### Abstract

Successful grantmanship requires a blending of many talents and a sophisticated understanding of the rules and culture of all the institutions and agencies involved. The benefits to your college from grant-funded support are vast and broad. Our experience at Prince George's Community College is that successful grant writing requires good ideas clearly focused, an understanding of your institution and the funding agency from which the support is sought, persuasive arguments, accountability, and quality personnel. This paper will provide some tips for your success.

All of us have said on one or more occasions: Why can't we try this or that? Wouldn't it be better if our Chemistry, Biology or English 101 course incorporated A, B, or C? Wouldn't it be great if we had a new autoclave, spectrophotometer, balance, ...in the lab! Why isn't there more help for our students with learning deficiencies?

Grants are a way of meeting these goals outside the regular operating budget. They can enable your institution to provide that "something special," those programs and initiatives that will set your institution apart while providing valuable professional development experiences for faculty and staff, opportunities to serve our students better, new technology, and valuable and enhanced outreach to the community.

What makes a good grant? I believe that a good grant can be looked at this way.



## **A Great Idea**

All successful grants rely on a great idea. It may not be the most unique idea ever, but it will usually consist of a new approach to solving a specific problem, developing a new curriculum, introducing new experiments, or introducing new ideas on your campus.

## **A Great Specific Idea**

Good grant writing requires you to have a very clear idea of your goals. Clean, precise writing and a clear vision of what you want to accomplish, how you to want to accomplish it, and within what time frame are all needed.

Having been a reviewer for several federal panels evaluating proposals, I can testify to how frustrating it is to a reviewer when the goals of a project and the ideas set forth in a proposal are vague and unclear.

## **A Great Specific Idea Matched to Your Institution**

In order to be successful within an institution over the long term, you must make sure that your great specific idea will fit within your institutional mission. This is sometimes particularly frustrating within a community college setting. Far greater freedom in this area exists within senior institutions and specifically research institutions. Some selling of your idea within the language of your own institutional culture might be required before setting out to write that winning proposal. This initial work will provide excellent feedback relative to your original idea, some new angles to develop when you write the proposal, institutional support in bringing the proposal through your institution and to the funding agency, and more importantly, support within your home institution when you win that award. This institutional support will be helpful to you as you carry out the mandates of your winning proposal.

Once you have that great idea and have discussed it within your own institution and gotten good feedback and support, it is time to develop the proposal.

## **Know Your Institution**

All proposal reviewers want to have a good sense of where this project or program will be carried out. Having a feeling for the culture, size and demographics of the institution which is proposing the project gives reviewers sufficient information on which to evaluate whether the proposed project is likely to be successful. The more you, the grant writer, know about your institution, the more likely you will be able to convince the reviewers that yes, this project can be

successfully carried out within my college.

All proposals will usually include some brief description of the institution at the onset. Such a description might include its size, scope, demographics, faculty composition, physical plant, and any unique features of your institution that would strengthen the proposal. For example if you are proposing a public lecture series, it will be important to point out that your institution has specific lecture halls capable of accommodating so many people, that these lecture halls are equipped with media supports, that free parking is available nearby, etc. If your institution had a lecture series several years ago that had good audience appeal, even if that lecture series were in a very different discipline, it would be good to point your prior success out. This type of background shows proposal reviewers that your institution has a track record in presenting lecture series and that you are capable of pulling it off.

### **Play to your institutional strengths**

Each of our institutions has strengths and weaknesses. Successful proposals utilize an institution's strengths. Use your Office of Institutional Research to get needed data to support your ideas. Find out what other proposals have been funded in your institution and mention these in your narrative. Get as much information as possible to sell your institution to the reviewing panel.

### **Know your Institution's Rules and Time Frame**

All proposals will usually have deadlines. You must be aware of these from the beginning and plan your work accordingly. Your institution may require that the budget be approved two weeks before the funding agency's due date, or the narrative must be edited by such a date. All these rules and time constraints must be known and adhered to. If problems arise relative to getting some piece of additional information or some outside support letter, let your institutional offices know about these and they will usually allow some leeway in the dates. However, please note that the funding agency's date is firm!

### **Know your Funding Agency**

Most funding agencies and foundations list their major initiatives and goals. Some are more specific than others. Federal initiatives will frequently specify what topics you are to address in your proposal. For foundations, the advice is more general.

Federal agencies will provide guidelines for their funding initiatives. These guidelines will frequently specify what topics you are to discuss, what information you are to

provide, what forms may be required, and the length and even the point size of the type to be used. Reading and re-reading these guidelines at the onset is imperative.

Foundations and corporate entities have less specific guidelines. They will frequently want a brief letter of inquiry at the onset which may not be more than 3-5 pages in length. If this letter of inquiry indicates that the project that you are proposing fits within their interests, you will be invited to submit a full proposal.

We are fortunate in Maryland to be relatively close to many of these funding agencies. One strong recommendation is to set up an appointment with the program officer for your funding initiative before submitting your proposal. My suggestion would be to develop an initial draft proposal and attempt to have the program officer look it over prior to your meeting. Many program officers will do so. They will not be able to tell you whether their agency or foundation will fund your proposal, but they will be able to give you solid advice about whether your ideas are reasonable for this funding initiative and whether you have omitted certain critical information. Trips such as this are extremely valuable. I would also recommend that, if possible, you take someone with you, not just for the company, but for a second set of ears to listen to the advice being given. Comparing notes after such a meeting will often provide valuable insight into ways in which the proposal can be strengthened.

And when you return home, do not forget to write that thank you note to the program officer who took time to speak with you.

### **The Funding Agency has the Money**

One issue which frequently must be addressed is that there may be a difference between the proposal writer's goals and the goals of the funding agency. These goals must be meshed in order for a proposal to be successful. Some negotiation of your goals and ideas might be necessary in order for your proposal to be competitive. This is often troubling to faculty. Grantsmanship has a certain "market mentality" to it; this must be recognized and adhered to for success. The funding agency does have the money! In addition, the proposal writer will often figure out ways to creatively incorporate his or her own ideas within the framework of the funding initiative as the proposal develops.

### **Persuasive Arguments**

Having done your homework, you are now free to complete the proposal. Following a specified agenda set by the funding agency for the narrative makes the proposal development relatively easy. However, if the guidelines are more general,



some decisions must be made as to areas to target and order of priority. Again, the emphasis will be on clear, concise writing, well-thought out goals, a good evaluation plan, and a clear time line to carry the project to completion.

It is often helpful here to have others evaluate your narrative. They are capable of picking at weak spots and offering valuable suggestions. Sometimes, this role can be played by a colleague; often it will be the Development Office on your campus which will serve in this capacity.

### **Quality Personnel**

Choose your project directors and program coordinators well. Know what type of person the funding agency is looking for. Become familiar with your faculty's CV's. Community colleges will usually not have many faculty with strong research credentials, which might be the norm for some funding agencies. However, within each of our institutions, there are faculty who are professionally active, who publish and write, etc., and have strong resumes. The resumes of the personnel in your proposal must indicate to the reviewers that these people are capable of carrying out the project outlined. Any previous grantsmanship on the part of your personnel should be mentioned. It will give additional proof to the proposal reviewer that your personnel are quality personnel, capable of carrying out the program.

### **A Strong Evaluation**

All funding agencies want to know how you are going to prove that you have accomplished what you set out to do. In some proposals, this is quite easy. Your lecture series gets funded and you have 100 persons for each outstanding lecture. Your brochure indicates that the events occurred. Statistics are available to document that so many persons attended the programs. If possible, some type of formal evaluation document should be developed to show how well the program was received by the audience.

For other projects, evaluation is more difficult. Ideally, you should attempt to develop specific goals for your project and some quantitative measure for success. For example, if your program is a retention program, you might set as a goal to increase retention 5%/year over 3 years. You are then capable of evaluating that goal with college data.

Your Office of Institutional Research will be helpful to you in developing your evaluation program.

### **A Reasonable Budget**

Developing your first budget will be difficult. Each funding agency has rules and your institution will have its

own. Here your Development Office or Administrative Offices can be of help. Once you have developed one or more budgets, you will become very good at it. You may have to play with your budget while developing the proposal so that your budget comes into line with that of the funding initiative. In developing your budget, you will learn about indirect cost, fringe, replacement costs, etc.

Many good proposal writers develop the budget first and then the narrative. This can be done by a seasoned grant writer, but perhaps is more difficult by those just starting out.

#### **Some Final Words of Wisdom**

You've now heard some tips on successful grant writing. One thing though that I left out, but which is extremely important, is that all grant writers get rejected. You will win some awards, but not all proposals will be successful.

Rejection is always difficult, but rejected proposals are not a total loss. They are often used to develop future proposals, so the time and thought that went into your work is not lost. You as the proposal writer have gained valuable experience which can be utilized in your future professional career.

The professional satisfaction of writing a successful proposal is significant. You have laid out your arguments and convinced someone that this project is worthy of being funded. You will benefit in the process, but so will many other faculty and students within your institution.

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# **TQM IN THE CLASSROOM: AN EXPLORATION INTO QUALITY SERVICE IN INSTRUCTION**

**Nicholas Brockunier, Anne Crowley, and Rex Bishop**

## **Abstract**

In response to tough challenges ahead, teachers must explore methods to ensure quality service in instruction to students, while satisfying other customers of higher education as well. Like the quality revolution pioneered in business by Deming, Juran and Crosby, continuous improvement and total quality management (TQM) in education stresses customer service, process improvement, and total involvement. First, if one is to improve teaching, learning and curriculum change, one must determine who the customers of higher education are. Then, one must analyze the various customer needs. Next, one needs to consider continuous controls to use in assessing whether customer needs are being met. Starting with course goals, one can monitor achievement of goals and objectives. One can also evaluate presentation methods continuously or periodically to enhance learning through one minute papers or short surveys.

## **Introduction**

Total quality management, or "TQM", is an acronym ringing in many people's ears today. The idea of improving total quality sounds great, but why do it, ask many people? Aren't we doing a good enough job now? That question is asked many times a day in many different organizations. Why do we need or want total quality management? What is it and what can it do for us?

In the business world, where relatively unrestrained global competition has become a way of life, quality has become a major key to success and survival. Almost no product or service is immune from the global competitive pressure to provide ever-improving high-quality products and services. Many firms, government agencies, and universities have implemented total quality management programs recently in order to better serve their customers.

## **Continuous Improvement and Total Quality Management**

When people describe TQM in a manufacturing situation, it usually involves use of statistics to monitor adherence to production standards. How, you ask, can such methods be adapted for classroom teaching, where the product involves people and learning? The answer is that the approach need not be very mathematical, though data is essential. So, exactly what is TQM and how can it be applied to classroom use?

First, total quality management is a process of continuous improvement, and in the classroom can be used to enhance teaching, learning and curriculum development. Its components generally include a strong customer orientation, concentration on improving the process, and continuous feedback. The means of improvement entail customer service, total involvement, teamwork, formal and informal information gathering, problem solving, and empowerment.

## Deming and Basic Ideas Behind TQM

TQM's beginnings are often traced to the work of Walter Shewhart, W. Edwards Deming, Joseph Juran, Philip Crosby, and Masaki Imai. Perhaps the best known today is Deming, a statistician who believed passionately that quality was essential to organizational fitness and success. Though he offered to work with U.S. companies, they showed little interest. After the war, he worked in Japan, where he introduced statistical process control in 1950.<sup>1</sup> Often impatient with clients, he claimed that best efforts were not enough. He required three years to bring about change and a program to make quality a primary focus. According to Deming, to succeed people need direction. "Drastic changes are required. The responsibility for change rests on management. The first step is to learn how to change."<sup>2</sup>

Deming communicated his expectations for change in his 14 points. He urged managers to stop being preoccupied with today to ensure that there is a tomorrow. They must be oriented to continuous improvement of products to meet customer needs to stay ahead of competitors. To do so, they must innovate constantly and commit resources supporting innovation and continuous quality improvement. To avoid quality problems, they must build in quality and break down department and worker-supervisor barriers. At the same time, they must get rid of numerical targets and quotas; instead they must concentrate on improving processes, give workers clear standards for acceptable work, and provide the tools to achieve it. Most importantly, they must create a climate free of finger pointing and fear, which blocks cooperative identification and solution of problems.<sup>3</sup>

Deming believed that, to be successful, managers needed to be committed to a new order. This required commitment to improving quality. This meant understanding that quality and productivity are not tradeoffs, but that productivity is a by-product of quality and doing the job right the first time. It means realizing that improved quality reduces costs, makes an organization more competitive, makes people happier, and ultimately means more jobs.<sup>4</sup>

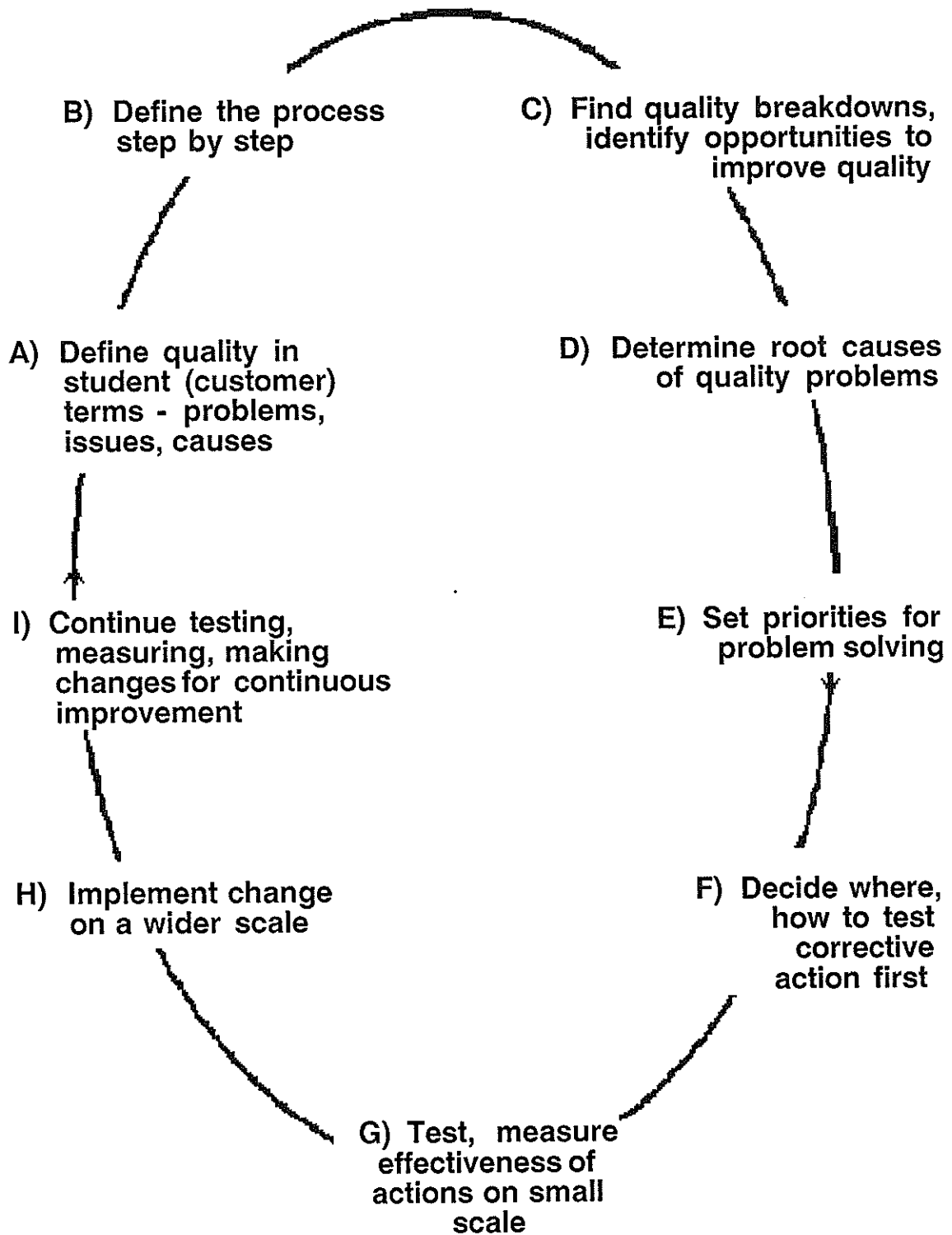
### Applying The TQM Process to Classroom Teaching

While this article could go further to describe the philosophies of Deming, Juran, Crosby and Imai, let us turn now to developing a framework for applying TQM to classroom teaching.<sup>4</sup> When TQM principles are applied to teaching a class, they translate into several key implementation concepts: (a) defining customer needs, as determined by the students; (b) designing instruction to meet diverse student needs; (c) providing instructional leadership and understanding; (d) encouraging students to feel empowered to perform their best; (e) communicating the commitment to quality and satisfying needs; (f) creating a team culture in the class, utilizing individual talents and strengths; (g) recognizing and rewarding teams and individual students who successfully learn and apply concepts in the course; and (h) monitoring continuous improvement efforts.<sup>5</sup> Though these ideas may seem basic, they lay the framework for systematic, continuous improvement in teaching and learning.

Above all else, total quality management is a systematic process for improvement. On the following page, Figure 1 provides a simple model for improving quality in the classroom teaching. To succeed, any effort must start with defining who the customer is and what his or her needs are. Though this sounds simple, in some instances it is unclear what audience we are teaching for, since certain curriculum and teaching decisions may be based on tradition, parents' needs, administrative needs, etc. In fact, there are usually many different customers, as is indicated by the list in Figure 2. In each case, one must define quality in customer terms and determine key issues, problems and their potential causes, which will be critical in problem solving and redefining course goals.

Next, one can define the instructional process step by step, including different categories of instruction and activities. It is important to do this to be able to see where quality may be improved and to determine where there are linkages between student needs, course goals, forms of instruction, and class activities. To improve, one must look for areas where quality can be improved. These are

**Figure 1:  
IMPROVING QUALITY IN THE CLASSROOM**



**Figure 2: Potential Customers**

- Traditional Students	- Four-year Institutions
- Adult/Returning Night Students	- Faculty
- Parents	- Administration
- Prospective Employers	- Donors
- Current Employers	- Accrediting Bodies

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not breakdowns as we think of them on a production line, rather areas of stress. To be successful in attacking such areas, one should search for probable root causes, then set priorities for solving problems and redefining course goals. Not all areas can be attacked at once. Now, one must decide what corrective action to take and how to test it out. Again, to know whether one is making progress, it is important to test and measure effectiveness of corrective actions - before and after you take action. Test your ideas on a small scale first, if you want to be safe, then implement the change on a wider scale. Finally, one must devise how to continue testing, measuring, and making changes for continuous improvement.

### **Customer Needs and Course Goals**

In most cases, the primary customers are one's students. A variety of customer needs may be critical for a particular class. Each class is different, and the following are just a sample of the needs of students: (A) interesting activities and material; (B) comfort in the class and cohesiveness of the group; (C) knowledge of and employment interest in the field; (D) further development of interpersonal skills; and (E) course skills and knowledge are prerequisites for other courses. Obviously, there are many more potential needs, which vary by class and by student. In order to improve quality, one must focus on problems or concerns related to these needs. Opportunities for improvement may almost suggest themselves, rather than being hard to determine, when related to needs.

Course goals and objectives must be reviewed in this process. To meet the quality needs of a specific class, they must address student/instructor concerns in customer terms, i.e. what is the desired outcome or result. Many times, an instructor must deal with apparent intangibles, yet many student needs become more real and tangible when stated as long term outcomes or needs. For instance, a student may need "to have strong communication skills, good problem solving abilities, self-confidence, mathematical and analytical abilities, and excellent interpersonal skills" for him or her to become a supervisor and then a manager in business. To be most valuable, course goals and objectives need to be clear, concise, measurable, specific, challenging, positive, fair and reasonable. To some extent they must focus on content knowledge, interpersonal and workplace skills, attitudes and interests. For students to take more responsibility for being customers of their own education, they need to have some chance to participate in setting certain goals and objectives. This will help to link tasks, motivation, and rewards, particularly when one makes a big deal of rewarding superior performance and achievement.<sup>6</sup>

### **Evaluating Areas for Quality Improvement**

In applying TQM principles to one's own classes, it is sometimes difficult to be objective. Teaching is not an exact science, and most teachers recoil at the mention of evaluations, because they are often viewed negatively. Yet, only through some form of feedback can one be sure of what areas to focus on in making improvements/changes in a class.<sup>7</sup> Short surveys often can provide a broad or narrow view of a class. The information, whether gathered formally or informally can help determine areas for improvement as well as later progress. One-on-one discussions with students can also be revealing. One or two minute papers at the end of a session can help to focus on immediate concerns, areas for making quick, tactical changes to help students. Regular evaluations and peer visits can be useful as well.<sup>8</sup> Overall, many of these information sources and the data gathered can form the basis for an on-going teaching portfolio that helps to guide one in continuously improving.<sup>9</sup>

TQM surveys of a class can include any number of factors. Some surveys seek information based on usefulness of teaching on key concepts and skills. Other surveys focus on functional techniques and factors in teaching. Others focus on major student needs and problems, subject matter, instructional techniques, assignments, exercises, discussions, etc.<sup>10</sup> Here are a number of the factors on which information can be gathered to shed light on what to improve or how much improvement has occurred:

- |  |   |
|--|---|
| ▶ Fearfulness of students about class, assignments, grades, etc. | ▶ Usefulness of exercises and teaching techniques |
| ▶ Learning useful things   | ▶ Working in teams                                |
| ▶ Responsibility for learning                                    | ▶ Usefulness of homework and papers               |
| ▶ Improved problem solving skills                                | ▶ Usefulness of computer-related instruction      |
| ▶ Tests, quizzes   | ▶ Usefulness of media <sup>11</sup>               |

Most surveys seek to delineate problems and ways to improve lectures, discussion of the material, in-class presentations, problems, exercises, case studies, simulations, games, etc. They also tend to be most valuable to teachers if they provide feedback on use of the blackboard, explanation of graphs and charts in the text, use of overheads, films and videos, and use of small groups and cooperative learning.<sup>12</sup>

### Important Practices For Improved Learning

Review of TQM information suggests several practices for improved teaching. These include respecting student diversity, talents and ways of learning, encouraging student contact with faculty, encouraging students to cooperate with each other, and encouraging active learning. To allow for students to improve over a term, one must communicate high expectations, emphasize spending realistic time on tasks for effective learning, and give prompt feedback on work. At the same time, one must encourage student feedback. Providing a comprehensive syllabus, lecture outlines, sample essays, and test questions may also help to communicate high expectations. Using a structured grading sheet for research papers and other writing assignments to provide feedback on a variety of areas may enable students to improve more than a few comments at the end or just a grade. Also, referring students to tutors, counselors or other support services may be critical if they are to complete their education.<sup>13</sup>

One final method of helping oneself improve in the classroom is simply to ask for quick, informal feedback. The Minute Paper is a simple form of TQM: First, one can ask students to write in a sentence or a paragraph the most important thing they learned today. Second, one can ask them to write the single thing that is still not clear to them. Sometimes, one is truly surprised by the answers to both.<sup>14</sup>

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## WHOLISTIC TEACHING

Mary Kemp

### Abstract

Too often our teaching falls into that old trap of lecture-test format. When we fall prey to this single method, we are prime candidates for burn-out and our students suffer. Wholistic teaching is a term I have coined to describe the process whereby a group of strangers are transformed into a caring, supportive unit which results in individual, free expression and improved self-esteem. Naturally, one session is only the starting point of such a process, but the dynamics are there. Wholistic teaching allows students to bloom into their own unique, beautiful personhood. The teacher simply facilitates this process!

Wholistic teaching nurtures the whole person: body, mind and spirit. It sparks our creative capacity as a doer, a thinker and a feeler. Most importantly, it inspires and challenges us to grow. Wholistic teaching methods transform a classroom into a safe and supportive atmosphere where "anything" can happen. Students realize your class offers something different and arrive expectantly, eager to learn and be involved and challenged. In the process, they apply new knowledge and feel a connection to their fellow classmates. Wholistic teaching builds valuable skills of risk-taking, cooperation, communication, leadership and self-confidence.

Method #3 Use all the senses

Have students touch, smell, speak and taste in class. Bring in a sample of high fiber foods, exhale a cigarette and take a pulse on a partner. Lead them in a stress reduction technique with the lights off.

Method #4 Build community

Create a non-threatening environment where students aren't afraid to be real. Foster respect. Help the class feel their connection with all humanity. Cooperative learning, humor games and conversational chants do this very well.

Method #5 Be spontaneous and enthusiastic

Planned surprises are fun and bring out our humor and creativity. Purposely plant seeds and then let the students bloom with responses. Allow yourself some freedom to let things happen on their own.

#### Examples of Activities

Banana Speaking: John, please come up front and in 1 minute tell us everything you know about making scalloped potatoes.

Joan, in 1 minute please tell us how you would perform open heart surgery.

Conversational Chants: After you present several symptoms or principles simply ask 1 student to list them aloud again. Ask Bill to help him if he is struggling. Ask Bill to select the next student to list them again. Keep this fast moving, non-threatening and fun.

Affirmations: Give the class an affirmation that relates to the topic of the day. Ex. "I have no room for negative addictions in my life."  
Ask everyone to speak it outloud together.

Think/Pair/Share: A cooperative learning technique. Ask a question. Students are to take 30 seconds to think about their answer - silence. Students then pair up with a partner and share their answers.

"Get Off My Back": A stress reducer. Tell the class . . .

Look at each of you! I feel so sorry for you. I can understand why you're slumping down in those chairs. You're tired, overworked, no sleep, no pay, no sex life. You need a vacation - a real rest.

Just think about all those burdens you are carrying around all day. All those worries and concerns on your shoulders.

Now, close your eyes and feel the weight of them. They are heavy on your back, your shoulders. Slump over. Mentally visualize and name each one of them - what would you like to get off your back? If only, you could get rid of them . . .

Okay, now on the count of 3, You have the opportunity to leap up out of your chairs and shout in unison

GET OFF MY BACK!

Make the biggest noise you can, stomp your feet and wave your arms. I'll give you a few tries til you get it right.

Breath-less: Another stress reducer.

Deep breathing is very relaxing on the body. It effectively reduces the stress response. Sometimes, in stressful situations, we forget to breathe, and need to be reminded this is the first step to relaxing effectively.

STAND UP. Look, on the count of "1" to this spot on the left.  
Look, on the count of "2" to this spot on the right.  
Shift your eyes only, do not move your heads!  
That's simple enough. Ready, GO.  
1.....2.....1.....2.....1.....2.....1.....2.....Stop.

No one was breathing. The intense concentration and anxiety over following directions took precedence over normal breathing processes.

Boo-Down: Helps dramatically show irrational beliefs.

I need 6 volunteers. Bill would you pick someone. Who else would like to join this person?  
All 6 of you will get a chance to come to the podium and read with intensity and feeling some irrational beliefs. As you read, we will be at our cynical best. Class, I want you to hiss, boo, laugh, jeer and make comments to show that you disagree and ridicule their beliefs.

Cooperative Learning

Teach the Quiet Signal.

Task #1: On a piece of paper right now, write down 3-4 stressors in your life. Which ones are big ones and which are small?

Task #2: You now have 2 minutes to share these stressors with a partner. Choose someone you don't know who is wearing the same color as you.

Ready, Go.

Task #3: Now join with another pair and form a group of 4 people. Sit in a circle. I will give you 3 minutes to share your stressors and then decide upon 1 stressor to work on as a group.

Ready, Go.

Task #4: Using the Psychosomatic Model on the board, brainstorm a variety of coping techniques you could use to reduce the stress response.

One column is healthy techniques the other column can be unhealthy techniques.

One member of the group will report back to the class.

You have 6 minutes. Are there any questions?

Ready, Go.

Stress Reduction Techniques

My Stressor: \_\_\_\_\_

	Healthy Coping	Unhealthy Coping
#1 EVENT OCCURS		
#2 BRAIN PERCEIVES IT		
#3 VALUE JUDGEMENT		
#4 MIND RESPONDS		
#5 BODY RESPONDS		

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## THE NATURE OF KNOWLEDGE: A "DIFFERENT" LEARNING EXPERIENCE

Gail Bounds, Don Berkowitz, and Maureen Gilmartin

### Abstract

The Nature of Knowledge, an interdisciplinary course which grew out of Chesapeake's general education program, required as a capstone course for all liberal arts and science students, uses active learning techniques to demonstrate similarities in methods of acquiring knowledge in the natural sciences, social sciences, and humanities.

### Introduction

The Nature of Knowledge, Chesapeake College's new interdisciplinary course, required as a final general education course for all liberal arts and sciences majors, is excitingly different from most interdisciplinary courses. It is not a Great Books course, nor a combination of several courses that already exist (e.g., American Literature and American History), nor a course that allows the student to "taste" the subject matter of many courses in a short time. Neither is it a fluffy "fun" course used to fill in a schedule devoted mainly to more rigorous academic subjects.

Instead, it is a course which attempts to discover and study the very process of learning itself, to investigate the methods of acquiring knowledge that underlie all subject areas and in which they all share. Through taking this course the students come to realize the connections among all of the disciplines they have studied and to understand what "well educated" really means.

Both the content and the structure of the course are unsettling at first to students who have spent most of their educational careers listening to lectures, taking notes, and then memorizing the "facts" of the subject in order to pass the tests. Here there are no lectures or tests. Students are not drilled on facts but are forced to find the connections themselves through extensive reading, writing, and class discussion. In class debates they discover meaning through testing their ideas in an environment in which no one is actually "right" (not even the instructors), an environment in which their own preconceptions are constantly challenged.

## Course Development

The initial concept of the course was suggested as Chesapeake College set out to revise the institutional general education core in 1987. At that time, the faculty decided to revisit the question: "What base of knowledge should be imparted to every student graduating from the College, regardless of major and career goals?" Part of the faculty's collective answer at the time was a course which would attempt to "pull it all together" for our students. In short, members of the faculty wanted to answer the eternal student question: "Why do I have to take a course in \_\_\_\_\_ when I'm majoring in \_\_\_\_\_?"

An interdisciplinary committee was formed to look into the development of such a course. The committee consisted of three instructors, one each in the natural sciences, the social sciences, and the humanities. The primary charge of the committee was to decide whether or not an interdisciplinary course was feasible for a community college, and if so, the nature of the course. A thorough search of the literature revealed that interdisciplinary courses were indeed becoming popular at colleges and universities throughout the United States. Furthermore, colleges were reporting success in the implementation. It seemed clear to the committee that such a course was not only feasible but, in fact, desirable.

What was also apparent, however, was that the term "interdisciplinary" covered a fairly large variety of course designs, the most common being two courses in the same, or closely related, academic area (e.g., art history and literature) being combined into one. Indeed, some of the closest designs were located by calling other Maryland community colleges, most notably Catonsville and Essex, both of which had recently created a series of courses incorporating subject matter from all academic disciplines (however, neither college offered such a course in one semester and neither seemed to have the connections among the academic disciplines as the principal focus of the course). Interestingly enough, a recent ERIC search showed that while the development of interdisciplinary courses is still on the increase--there were 185 articles listed on this subject for 1991-92--only about five percent of them stress the relationships among all academic disciplines.

Once the decision had been made to proceed with such a course, the critical issue became how to select subject matter that would indeed demonstrate the importance of not limiting oneself to a study of one particular field, but would instead emphasize the need to have a broad knowledge of many subjects and convince the student that to be well educated one must be aware of the interrelationships among different branches of knowledge. After discussions about possible themes to base the course on, the committee agreed that, regardless of theme, a most basic similarity among the disciplines is that they acquire knowledge in many of the same ways, using many of the same methods. This idea then became the focus of the course.

The next summer the committee was expanded to five members, including a reference librarian and a faculty member from the technologies. (As it turned out, it was from this group that the first two instructors of the course were chosen.) This group was charged with selecting the actual readings for the course, planning its format, creating the major assignments, and producing a syllabus. Once these tasks were completed, the committee members spent the rest of the summer completely immersing themselves in the content of the course, each member attempting to learn to think like an expert in the sciences, social sciences, and the humanities, regardless of the "real" field he or she taught in at the College. The group continued to function in the fall semester to develop the content of the course in more detail through seminars led each week by a committee member representing a particular academic discipline.

## Course Content and Methodology

The course begins with an examination of the different perspectives from which various cultures and disciplines view experience and then moves on to cover topics as varied as quantum mechanics and relativity, Marxism, artificial intelligence, and Buddhism - with the emphasis always on the similarities in the ways knowledge is acquired in the different disciplines. Students collaborate in designing a scientific experiment, in writing and presenting a short drama or a short story, and in examining the processes by which the knowledge would be acquired to set up a viable colony on Mars. Each class session is carefully planned to stimulate independent thinking.

Learning to Look at Experience from Different Perspectives. For example, as a homework assignment for the second class session, students are asked to skim a number of readings on the general subject of war written by experts in fields as varied as anthropology, literature, science, and history. When the students enter the classroom on the second day they are confronted with a variety of audiovisual experiences. In one corner a tape is playing stirring military music from the Civil War era; in another a VCR is showing a film demonstrating war throughout different historical periods; in another a slide projector is set up showing famous art works such as "Victory Leading the People," Picasso's "Guernica," and part of the Bayeux Tapestry showing the Battle of Hastings. In the center of the room a table is strewn with poetry and quotations from famous literary works on the subject of war.

The students are directed to examine each of the presentations and to take notes on what they see and hear, as well as on their reactions, and to consider what the point of the demonstration might be. After 30 minutes of individual analysis they are put in groups of four or five to share their perceptions on the meaning of the experience and to consider an additional question: how did they arrive at their conclusions; that is, what thinking processes did they employ? At the end of the period each student is told to write at least a paragraph in his or her journal on each question. In the following class session the journal entries are shared and discussed by the students and instructors.



This exercise, coming at the beginning of the course, is designed to demonstrate the illusive nature of factual knowledge when any one subject is examined from different perspectives and to encourage the students to consider the various ways in which knowledge is gained. In the two semesters that it has been used, this exercise has resulted in the students discovering that the same event can be viewed either positively or negatively depending on one's reason for studying it, one's culture, one's generation, and the media coverage of the event. Students have recognized the use of comparison, analysis, emotional responses, brainstorming, debate, and observation as methods of learning that they used in reaching their conclusions. Throughout this experience the students do the work with the instructors monitoring the group discussions asking questions to stimulate thinking only if a group appears to be completely stymied.

Examining Values through Reading, Writing, and Discussing. Although the war exercise has proven to be very effective, the audiovisual approach is just one of the methods used to encourage critical thinking as the students explore the relationships among the academic disciplines. In the week devoted to religion, the students read, write about, and discuss essays on the different ways God has been viewed in various cultures and in different ages. The readings, from sources as diverse as Voltaire, the Bible, the Upanishads, and Phyllis Schlafly, show God as father, mother, creator, destroyer, as a life force, as energy, etc. During this week the class is visited by representatives of various contemporary religions such as Buddhism, Judaism, and the Muslim faith who share their religion's view of the supreme being. As the culmination of this unit, the students are asked to write a short essay in their journals describing their own perceptions of God and examining how these beliefs may have been shaped by the culture they grew up in. Not only do the materials and discussions of this unit make the students examine their own beliefs, but they also astonish the students by letting them see that modern physics, with its emphasis on relativity and probability, is closely related to theology.

Designing an Experiment. Yet another method of stimulating student thinking is used in the section of the course that deals with classical science. In order to help students gain an understanding of the nature of science, in terms of the methods of acquiring knowledge, students are asked to consider a simple pendulum consisting of a piece of string attached to a bob. As a class, students first consider the variables or factors which could possibly affect the speed of the pendulum's swing. Through discussion, students come to understand that only a single variable can be changed at a time, if one is to see which variable is actually effecting a change in the speed. The students then work together in small groups to design an experiment which holds constant all variables not under investigation. They must hypothesize about the effect of their assigned variable on the resultant speed of the pendulum and, most importantly, must justify their hypothesis. After carrying out the experiment, the students write a formal lab report which includes a statement of variables, hypothesis and justification, experimental procedure, data, graphical analysis

of the data, and a conclusion which determines whether or not the original hypothesis was correct, along with an explanation of the results. The emphasis is not on the accuracy of the results nor on the pendulum itself, but rather on understanding the nature of science.

Once the lab report has been completed and graded, it is returned to the students, and a general discussion of the results ensues. From this evolves a discussion of bias and the essential need to avoid it. Later on in the semester, we come back to bias and scientific methodology in a study of the social sciences. Students and instructors discuss the similarities among and the differences between the two broad disciplines. The multiplicity of factors in the social sciences helps students to see the need for the use of statistics. The discussion also covers the necessity of objectivity and the avoidance of bias during observations in the natural and social sciences.

Use of Journals and Textbooks. It is probably obvious by now that the heart of the course is its concentration on reading, writing, and critical thinking and that collaborative learning is a major part of the experience. The keeping of a journal in which the students answer questions on each reading assignment is the primary means of preparing the class for the daily discussions. Students are not tested on the readings and are not expected to learn their content but to use what they read as a springboard for examining the larger ideas the course is based on. The texts for the course are Writing About the World, a collection of articles edited by Susan McLeod, which is both cross disciplinary and multicultural and The Nature of Knowledge, a cross disciplinary sampling of readings selected by the college's interdisciplinary committee and published for them by the Copley Publishing Group.

Team Teaching. The course is team taught by instructors from different disciplines who have been trained in working with all of the course material and who do not share or split up the various tasks associated with conducting the class, but who collaborate themselves on everything from facilitating class discussion to evaluating student performances. Although one instructor typically begins the class for the day, both participate fully in the discussion, often challenging each other's responses as well as the students' comments. Students who at first are unsettled by seeing their instructors disagree with each other soon realize the value of looking at an issue from more than one perspective and of being able to defend their point of view; consequently, they are often able to look at subjects more critically themselves.

### Training Instructors

To provide future instructors of the course with assistance in using the course materials and in designing class sessions, a week-long workshop, run by the interdisciplinary committee, was held at the end of the 1992 spring semester. (Both the leaders of the workshop and the faculty attending received stipends from the College for participating.) The prospective instructors, who volunteered to attend the workshop, were asked to read approximately fifty percent of the required reading for the course. They became the students as

they engaged in debates on the readings and took part in some of the special activities, such as the demonstration on war described earlier. The purpose of all the workshop activities was to make the participants find the connections among the academic disciplines and to help them to understand how a person in a certain discipline would approach a particular subject by getting them to put themselves in the place of such a person. The workshop also included instruction on collaborative learning, team teaching, and evaluation. The enthusiastic response to the workshop by leaders and participants alike led to the decision to offer it again in the spring of 1993.

### Evaluation of the Course

Evaluations at the end of the semester showed that although the course had shocked the students at times and had at first dismayed them with its lack of traditional structure, in the final analysis it had taught them to take an active part in their own learning and had conclusively demonstrated the interrelationships among the academic disciplines. While some said this was "the hardest course" they had ever taken, all were nevertheless very positive about the experience. Many expressed the wish that they had had a similar course to introduce them to college study as well as one to "pull it all together" at the end. To the instructors, the lack of traditional format was also a challenge while the need to master materials outside of their own fields was a daunting task! Yet the excitement of discovering new relationships was as real for them as for the students and the opportunity to see students actively and independently searching for answers--and often finding them--was as fulfilling an experience as any teacher could hope to have. It is our belief that the skills and knowledge gained from this course should prove invaluable to the students as they move into their more narrowly focused majors in the next two years of college.

### Identifying Information

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## INFORMATION LITERACY: SKILLS FOR THE NEW CENTURY

Sarah Fisher

### Abstract

Librarians have much to teach both students and faculty about finding, evaluating, and using information resources. Research skills are becoming more and more critical as knowledge and information become the driving force in our economy. New teaching methods are putting a greater emphasis on self-directed, discovery learning. Instructors need to incorporate library skills into their courses to prepare students to thrive in the coming years. Academic librarians from throughout Maryland, representing institutions at all levels (community colleges through graduate school) established guidelines for setting objectives for library user education. This is a new document and a new way for librarians to communicate their ideas to faculty and administrators. This presentation will introduce faculty to the guidelines.

### Information Literacy: Skills for the New Century

Information literacy, library skill competencies, bibliographic instruction, library tours - these terms, however meaningful and relevant to librarians, are guaranteed to produce a near dormant mental state in anyone else. For years, their yawns and dragging feet have been suffered by patient librarians who lived in hope that one day their skills and training would be appreciated. Instead of being considered as a resource to be used only under duress, they would be recognized as active participants in the educational process.

What is it that librarians do? In essence, if you will forgive the nautical metaphor, their job is to pilot their clients through the rough seas of undigested data to those havens of relevant information which through the agency of the client's selection can be mapped into the world of knowledge. In today's environment, where more basic knowledge is needed to read a daily copy of The New York Times intelligently than the average man of a century ago had acquired in a lifetime, that piloting function becomes more and more critical.

Concurrently, learning to use a library is increasing

in complexity and the necessary skills are becoming more sophisticated. How many of you, the audience, spent a large part of the first semester of your graduate work learning how the information in your field of specialization was organized? And how many of you have said, "I wish I had known that when I was an undergraduate"?

How many of the students who enter the library today feel competent to manipulate the ever more complex world of information access? Library phobia is a fact, and who can blame the students, faced with a whole new range of information technology, much of it involving the use of computers?

At the same time, new teaching methods are putting a greater emphasis on self-directed, discovery learning. Critical literacy - the ability to evaluate retrieved information in terms of relevancy, currency, authority, bias, scope and documentation - is being actively included in traditional course content. This skill is expected to carry over to life outside the classroom; we should see a critically literate student becoming an active, lifelong learner.

Information literacy is fundamental to achieving critical literacy. How can a student learn to walk alone before he learns how to find the path? In order to ensure that students are critically literate and able to thrive in the current information-driven economy instructors need to find ways to incorporate more library, or resource-based, instruction into their courses.

At the same time, agencies outside the classroom and even outside the library are beginning to take an interest in the state of bibliographic instruction. In 1989 the Middle States Assoc. of Schools and Colleges - the agency which grants us all our license to teach - revised Characteristics of Excellence in Higher Education, the standards for accrediting educational institutions in the region.

This document now places a heavy emphasis on an active program of bibliographic instruction. Accreditation teams will be examining course syllabi during the evaluation process to make certain that faculty are requiring the use of the library and as Howard Simmons, Executive Director of the Middle States Association, has said, "institutions normally pay attention to recommendations made by an accrediting body." (Adams).

Which brings us to the current state of affairs. What is being done in our own institutions to ensure that these standards will be met? A survey article, assessing the status of bibliographic instruction at 120 community

colleges nationwide found that while 94% of the respondents provided students with some form of bibliographic instruction, these programs were informal in nature (that is, not required by the curriculum), initiated by librarians and sustained by the interest of individual faculty members (Affleck).

Given the attention to be focused on bibliographic instruction by Middle States, academic librarians in Maryland decided to seize the day and create guidelines for a unified program which could be implemented by academic libraries at all levels throughout the state. In February of 1991, academic library administrators were asked to appoint representatives to a task force charged with this mission.

During the course of the task force's progress subcommittees met to consider the skills necessary prior to college, at the community college level, for four-year institutions and in graduate programs. In addition, a fifth group was identified of particular relevance to community colleges, that is, ESL students, students in vocational programs and students with disabilities. A sixth group met to consider the needs of faculty members.

The reports of these subcommittees were used as the basis for the final document, the Model Statement of Objectives for Bibliographic Instruction, which focused on commonality of concerns. Administrators needed to have a document allowing them to quickly understand what librarians wanted to do and how these objectives were relevant to the larger educational goals of an institution. At the same time, a model program was developed which librarians could use as a framework to support individual bibliographic instruction programs.

The objectives of the Model Statement follow the basic stages of a research project. Students must be able to recognize, identify and define their information needs. They must be able to construct a relevant search strategy and carry it out using library resources. And finally, recognizing the overarching skill that these intermediate steps should lead to, students must be able to evaluate what they have retrieved and decide if their information need has been met. Each of the objectives is supported by specific competencies which must be demonstrated in order to show that the objective has been mastered.

The Model Statement was endorsed by the Maryland Library Association and copies have been distributed to Maryland academic library administrators, academic deans of state and private educational institutions in Maryland, members of the State Department of Education, and school media specialists. Its availability was announced to

several network discussion groups and over 200 requests have been replied to, nationally and internationally. Copies have also been placed in several national educational materials clearinghouses.

The question is now: can the Model Statement fulfill its intended purpose? The first stated goal, "to promote awareness of the paramount importance of information literacy" (MLA) continues to be implemented through presentations like this at forums such as AFACCT and other library and education professional development conferences. The second goal, "to make librarians, faculty, administrators, etc. aware of their common educational objectives and give them a standard by which they can measure achievement" (MLA) is in its first stages.

Information literacy skills, leading to the ultimate goal of critical literacy, should be written into all curricula. Instead of the informal, one-shot library visit, dependant on personal contacts for its inception and continuation, progressive programs of bibliographic instruction should be part of the general educational requirements of every institution. To effect that change, cooperation between faculty, librarians and administrators is essential. It is intended that the Model Statement provide a vehicle to begin that process.

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# Model Statement of Objectives for Bibliographic Instruction.

Prepared By

Maryland Library Association  
The Task Force on State Guidelines for Bibliographic Instruction

Maryland Library Association, Academic and Research Libraries Division  
and Bibliographic Instruction Interest Group.  
1991.



# MODEL STATEMENT OF OBJECTIVES FOR BIBLIOGRAPHIC INSTRUCTION

## *PURPOSE OF THE MODEL STATEMENT*

1. To promote awareness of the paramount importance of information literacy in a democratic society.
2. To make librarians, faculty, administrators, etc. aware of their common educational objectives and give them a standard by which they can measure their achievement.
3. To promote cooperation within and between institutions towards a common base of information literacy.

## *PURPOSE OF BIBLIOGRAPHIC INSTRUCTION*

**Bibliographic instruction (also called library instruction or user education) can be defined by its purpose:**

1. To teach individuals the concepts and logic of information access and the resources available to them, including the services of librarians.
2. To prepare individuals to make both immediate and lifelong use of information in an effective way.
3. To foster information independence and critical thinking.

**People who have acquired the above skills can be considered to be information literate.**

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## *OBJECTIVES*

Working in collaboration with faculty and administrators, librarians at each institution will determine the hierarchy, timing and specific implementation of the following objectives and competencies.

### *Objective I*

**To recognize, identify and define an information need.**

Competency: Individuals will be able to:

1. identify and articulate the information need and the major topics within it.
2. narrow or broaden a topic if necessary.
3. recognize the disciplines related to a topic and the different perspectives they offer.
4. formulate specific questions regarding the topic.
5. define the topic further using a variety of resources from basic (encyclopedias, textbooks) to advanced (literature reviews, specialized indexes).
6. recognize when to consult a librarian and/or instructor for assistance.

## ***Objective II***

**To construct a search strategy relevant to the information need.**

Competency: Individuals will be able to:

1. determine the type(s) of information needed (i.e. popular or scholarly, primary or secondary, current or retrospective, biographical, statistical, theoretical, etc.).
  2. demonstrate an understanding of the common information sources (books, periodicals, AV materials, etc.) available and select those types of sources which will meet their identified needs.
  3. understand that sources may appear in different formats such as microform, print on paper, computer files or oral sources.
  4. understand where sources fit into the information cycle and know when and how to locate information at each stage of the cycle including the early, prepublication stage.
  5. identify appropriate finding tools and select among them based on an understanding of their scope and intent.
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## ***Objective III***

**To carry out a search strategy using library resources.**

Competency Individuals will be able to:

1. identify and use appropriate access points such as author, title, subject, keyword, registry number, etc.
2. translate the information needed into appropriate keywords and/or subject headings, using applicable tools such as Library of Congress Subject Headings, thesauri, and dictionaries
3. understand the organization of literature in specific disciplines and be able to identify specialized reference tools. Students will understand that some information sources are available only via computer.
4. use reference tools in a variety of formats (CD-ROM, on-line, print, etc.).
5. use such features as Boolean logic, truncation, keyword searching and proximity searching in automated reference tools.
6. modify search strategy in response to feedback.

7. locate materials based on an understanding of the systematic arrangement of library collections.
8. recognize that information is available at other libraries, information centers, archives etc. and that a variety of methods, including but not limited to interlibrary loan, can be used to access these resources. Individuals will understand that some materials cannot be loaned or reproduced, thus requiring travel to the source.
9. document information sources accurately and take notes efficiently.
10. demonstrate understanding of the purpose of preparing a bibliography and an awareness of the variety of formats, including that preferred in a declared major.
11. use available technology to organize information through the creation of personal databases.

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***Objective IV***

**To develop critical evaluation skills.**

Competency: Individuals will be able to:

1. use such features as the preface, introduction, table of contents, etc. to evaluate and learn to use reference tools.
2. evaluate retrieved information as to relevancy, currency, authority, bias, scope and documentation.
3. decide if information needs have been adequately met and understand other options such as personal contacts, interviews, original manuscripts, conference papers, etc.

## MODEL PROGRAM TO ACCOMPANY THE MODEL STATEMENT OF OBJECTIVES FOR BIBLIOGRAPHIC INSTRUCTION

An effective bibliographic instruction program requires awareness and planning. Such a program should develop goals and objectives based on the MLA Model Statement of Objectives for Bibliographic Instruction and tailored to the needs of the individual institution.

1. A Bibliographic Instruction program will:
  - a. assess the needs of the community
  - b. identify target groups including but not limited to
    - faculty and staff
    - undergraduate and graduate students
    - developmental or high-risk students
    - students with disabilities
    - foreign students, including immigrants
    - part-time, extension, and continuing education students
    - distance learners
  - c. specify a timetable for implementation including short and long range goals
2. Administrative support will:
  - a. provide budget for adequate staff for
    - bibliographic instruction including a coordinator with secretarial support
    - maintaining other programs at the same time
  - b. provide budget/time for training of librarians in the areas of
    - teaching methods
    - particular needs of special populations
    - discipline-specific research methodology and information packaging
    - the use of specific tools
    - methods of information access
  - c. provide physical facility for teaching which will include
    - a library classroom where bibliographic instruction has priority and where scheduling is controlled by the bibliographic instruction coordinator
  - d. provide budget for equipment which will include:
    - chalkboard
    - overhead projector
    - computer support for demonstrations and preparation of materials
    - other equipment as necessary to support instruction in new technologies as they become available
  - e. provide budget for material such as:
    - sample reference material, access tools
    - handouts, bibliographies, etc.
    - other material as necessary
3. Faculty responsibility will include:
  - a. participation in needs assessment
  - b. defining educational objectives
  - c. attending bibliographic instruction sessions
  - d. working with bibliographic instruction librarians to develop student assignments that reinforce bibliographic instruction presentation and provide practice using library skills
  - e. informing librarians and staff of follow-up assignments
  - f. using bibliographic instruction assignments as one of the elements of course grading
  - g. evaluating the bibliographic research of students as part of term paper/project grading
4. Evaluation of the program will include:
  - a. evaluating learning in bibliographic instruction sessions, using appropriate evaluation tools
  - b. evaluating the librarians as teachers
  - c. evaluating the contribution of the program to the overall success of the students

# Resource-Based Learning Guidelines

Resource-based learning fosters critical thinking and prepares students for independent learning by teaching students to recognize their information needs and to gather, synthesize, analyze, interpret and evaluate the information around them. Although not all resource-based learning occurs in the library, much of it will because libraries are rich repositories of information and ideas. The following guidelines are meant to ensure that students have a positive experience when given an assignment which utilizes the information sources in the library.

- 1. Consult with a librarian while planning an assignment.** The Coordinator of Bibliographic Instruction can work with you to design an assignment that will meet your course objectives. Also, sending a copy of the assignment to the Coordinator of Public Services will insure that librarians at the Reference Desk will be prepared to assist your students.
- 2. Assume minimal information literacy skills.** The skills needed to find and use information effectively are complex. The students did not learn what you think they learned in high school and they need to build on what they did learn.
- 3. Explain the assignment clearly.** State your objectives and how they relate to the course. Provide clear directions and specific expectations. Give complete citations for specific works they are to use. Define your terminology and be sure the students understand it.
- 4. Be sure the library can support your assignment.** Check with library staff before telling your students we have a particular item. We do not need to own everything your students may need but should at least have the appropriate reference tools and know where they can get material.
- 5. Avoid being too prescriptive.** Limiting students to specific materials, putting everything on reserve for them, or sending everyone in search of the same information limits their learning experience and can lead to misplacement, loss, or mutilation of library materials.
- 6. Avoid scavenger hunts.** Sending students off to search for obscure facts teaches them nothing of value, except perhaps that librarians have uncanny abilities and unlimited patience.
- 7. Provide plenty of guidance.** For major projects such as term papers, structure the assignment in such a way that students have interim deadlines and opportunities for feedback before the final due date.
- 8. Teach information skills.** Scheduling a class session with a librarian can be especially helpful, but you can also incorporate teaching these skills into the assignment itself and into your own course material. Encourage your students to ask for help at the Library Reference Desk, where teaching information skills continues on an individual basis.

# Alternative Assignments

Term papers are not the only way for students to learn to find, evaluate and use information. There are as many possible assignments as there are creative teachers. An even dozen ideas, all of which have been or are being used successfully, are:

1. **Annotated bibliographies.** Students define their topic, find information sources relating to it, and, in evaluative annotations, defend their choices.
2. **Critical book reviews.** Students apply specific criteria to their evaluation of books.
3. **Media diaries.** Students track an issue in television, radio, and print sources, and analyze the coverage in each type of media.
4. **Background papers.** Students use the abundant reference materials in our collection to develop papers that provide factual background on an issue.
5. **Issue outlines.** Students present all of the viewpoints they can find on a given issue, without having to take a position.
6. **Practicums.** Students do the same type of project they may have to do "on the job."
7. **Fact finding.** Students find data to support lab work or a class project.
8. **Community analysis.** Students contact local agencies for information on the kinds of services they provide to their clients.
9. **Journal analysis.** Students summarize selected articles from research journals in their field of study.
10. **Lesson preparation.** Students prepare material intended to teach other students about an aspect of the course.
11. **Documented essays.** Students write short papers which they must support with expert opinion, but they need not do extensive research.
12. **Interviews and oral histories.** Students interview people and report findings.

Remember to follow the  
**RESOURCE-BASED LEARNING GUIDELINES**  
in planning your assignments.

ARTHRITIS ANYONE?  
HOW TO START AN EXERCISE PROGRAM ON WATER OR LAND

Mercedes Lesser

Abstract

Learn how to set up a program to serve people who have arthritis.  
Share research and resources to support this program of range of motion  
exercises and controlled cardiovascular activities.

References

Arthritis Foundation (1991). Pace People with Arthritis Can Exercise.  
Atlanta, Georgia.

Arthritis Foundation (1991). Arthritis Foundation Aquatic Program  
AFAP. Atlanta, Georgia.

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Wye Mills, Maryland 21679

## ADDING THE ARGUMENTATIVE EDGE

BONNIE PRESTON  
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CATONSVILLE COMMUNITY COLLEGE

Students are frequently required to write term papers, or research papers, without being given substantive direction in choosing and developing a topic. Most faculty will agree that an argumentative topic--one that requires a student to support a particular viewpoint--is more worthwhile and more interesting than a mere report. However, without some instruction, students do not know how to develop an argumentative topic. The librarians at Catonsville Community College teach a class session using a method called question analysis, which enables students to focus their topic on a question that elicits an argumentative paper. We learned the method from a librarian named Cerise Oberman over ten years ago, and have been using it successfully ever since. It applies to virtually any subject area, and can be used for projects other than term papers. Some professors at CCC have used it to guide their own research and writing.

The method for the classes, and for the AFACCT session, is totally interactive, and does not lend itself to the "teaching as telling" method. If you are interested in trying it, I would be happy to supply exercise sheets and work through it with you.

The initial exercise requires students to differentiate between simple and complex questions. Simple questions are those that require only facts as answers--What is the population of Brazil? Who is the CEO of IBM? Complex questions are those that require not only facts to answer, but also abstractions--opinions and ideas. Answers to complex questions are not necessarily right or wrong, but they may be well or poorly reasoned. They depend on analysis, interpretation, and underlying values as well as facts; thus the same facts can lead to different answers by different people. Complex questions require research to answer them. "Is environmentalism a philosophy of and for the select few?" and "should students be required to say the Pledge of Allegiance in school?" are examples of complex questions.

Only complex questions should be used for research paper topics. If you ask your students to turn in proposed topics before you do this exercise with them, they can readily see whether the topics they devised are complex questions or not, and whether or not they are suitable term paper topics. Most topics can be salvaged, however, if the students apply the question analysis method.

Question analysis requires that students consider four different facets of a topic, and define their topic in terms of all four. The four areas under consideration are time period, geographic area, interest groups, and issues or implications.



Time period and geographic areas establish the scope within which the student will work. Time periods may be current, future, or sometime in the past that has significance for a topic. The geographic area may be limited to the local subdivision, or expanded to an international view.

Interest groups are those people who are concerned with or affected by a topic, or have a vested interest. These are not the scholars who study an issue. Interest groups are key to an argumentative paper; a student must identify at least two interest groups to have an argument. Issues or implications are the heart of the topic, indicating the specific aspect of a question the student will consider, or, in some instances, the specific topic.

The initial phase of question analysis encourages divergent thinking--opening students' minds to the many possibilities of a subject. Students are asked to come up with as many ideas as possible in each of the four areas. Brainstorming is a good technique for this. Introducing the idea of using various background sources as sources for ideas or information is a good idea at this time. Encyclopedias, text books, or such overview sources as CO Researcher can be extremely helpful to students in need of guidance. (Time periods are especially difficult for students; brainstorming elicits lots of "the 60s," "before Roe v. Wade," etc.)

Once students have realized some possibilities, they should then use those in focusing their thinking on a specific question they may use for their paper. The question should include all four elements of the analysis, although they need not all be specifically stated.

As an example, an analysis of the environmental question mentioned above may lead to the more focused question "Should motorized raft trips be allowed on the Colorado River?" The implied time period is the present. The geographic area is the Colorado River, and by implication the U.S. Interest groups are the environmentalists and nature-lovers, who wish both peace and quiet for themselves and means of transportation which have less environmental impact (the select few); those who see motorized rafts as an excellent way to provide access to natural areas to a greater number of people; and the politicians who must decide between the two. The issue is whether or not to allow such trips, and it has environmental and political implications, which the student would explore.

Librarians recommend that students form questions to guide their research. A thesis statement should come after doing enough research for students to formulate their own opinions. Starting with a question implies an open mind, seeking for an answer, rather than a bias seeking a rationalization. Faculty research begins with a hypothesis, but students are not doing original research, so they should not begin with a hypothesis or thesis statement.

There is another element of question analysis which we don't have enough time to cover in English classes. This element is the determination of disciplines. This is an important aspect, because it allows the introduction of the idea that different disciplines provide different perspectives on an issue and that research may be done differently in different disciplines. Most research tools in the library are discipline-oriented, and methodologies vary from one discipline to another. For example, retrospective bibliographies are important in the humanities and in history, while current indexes are crucial in the sciences. Unfortunately, students think "discipline" means spanking or standing in the corner; it is difficult to get them, as freshmen at least, to understand "discipline" as a field of study. However, if you are teaching a class in a specific discipline, this is a good opportunity to introduce them to the theory of your discipline.

Question analysis is a useful tool, providing students with a structured way to think about a topic. It has many possible applications. For example, choose an issue you want to cover in class and have students brainstorm to develop a list of all possible interest groups. Then have teams of students research the positions of those groups and engage in a debate, role-playing the interest groups. Or have them devise a piece of legislation which all of the various groups could support. Or have them identify significant time periods in the history of the issue, and do analyses for that specific period, and see how interest groups and their views might differ from current views, or see how society moves from one way of thinking to another. To introduce multicultural perspectives into your class, have them analyze the issue as it appears in different countries or regions of the world.

Anytime you ask your students to do research for such a project, talk with the librarians on your campus for some assistance in teaching the students to do it. Your students do not know how to use the library. Your librarians can plan a session or hand-outs that will be helpful to them in carrying out your research project.

AFACCT Conference  
January 15, 1993

Using WordPerfect in the ESL Classroom

Robert Giron, Associate Professor/Chairman  
English, Foreign Languages, & Philosophy  
Montgomery College-Takoma Park

Summary:

The workshop will include an English lesson which could be given in a high-level ESL or freshman composition course. Participants will be given a sample English lesson and a walk-through lesson of WordPerfect (5.1).

Lesson

1. Have students read "The Mind-Body Connection".
2. As students read the article, have them underline key words (nouns, verbs, adjectives) in the article.
3. After students have read the article, have them create a cognitive map of the article.
  - a. Have students write the topic of the article in the center of a sheet of paper.
  - b. Have students write key words around the topic.
  - c. Have students group words which are related, using circles, squares, and rectangles, etc. to connect the words.

(See handout.)

4. After students have created a cognitive map of the article, prepare them for WordPerfect.

(See WordPerfect handouts.)

## The Mind-Body Connection

**C**onsider the following: Chronic anger increases the risk of heart disease. Clinical depression depresses immunity. Learning to relax can improve fertility. The stress of cramming for an exam makes it more likely you'll get a cold. Optimists live longer than pessimists. Trusting your doctor is an important part of effective medical treatment. Women with breast cancer who participate in group psychotherapy live longer than women who go it alone. AIDS patients who exhibit a sense of fatalism die earlier than those with more positive attitudes.

Each of these statements is supported by science. But how can the mind so affect the body? Fifteen years ago, scientists had nary a clue. Now they have detailed biochemical maps explaining how emotions affect hormones and immunity. It's part of a new field called "psychoneuroimmunology," or PNE.

Not that long ago, scientists thought the immune system functioned independently of the central nervous system. "That's pretty much discredited," explains Fred Altman, a research psychologist at the National Institute of Mental Health. "There are lots of connections going both ways." PNE pioneer Robert Ader of the University of Rochester School of Medicine says, "The nervous, endocrine [hormonal] and immune systems are integrated from the neuroanatomical level up to the behavioral."

What that means could be revolutionary for medicine. It provides the first explanation at the level of basic science for the centuries-old belief in the power of the mind and spirit to maintain and restore health.

"In a sense, it's a historical accident that we talk about an immune system, a nervous system and an endocrine system," says Ader. "It reflects our ignorance. Before, we divided our studies up into these different systems. But they aren't different. The fact is, the organism responds as a whole."

While there may not be scientific evidence to support such "New Age" notions as relaxation can boost immunity and mental imagery can cure cancer, Ader agrees that these practices can't hurt you and may help you. "Is optimism reflected in an organism's biology? In all probability it is," he says. But Ader warns patients, not to try to simply think themselves well. "If you're doing this instead of seeing your physician, that's not good."

## Maintaining That Healthy Glow

**E**veryone knows that a few weeks at a spa is bound to help you feel better. But doesn't the "new you" disappear as soon as real life intrudes?

Not necessarily. A few studies are beginning to document real long-term benefits from stays at health spas.

In one Japanese study, middle-aged men with risk factors for heart disease lowered their blood cholesterol and blood pressure in just six days at a spa. In a German study, people who spent a month at a health resort not only improved their circulatory and pulmonary function, but over the next two years, had half as many sick days as they had prior to their visit. Closer to home, researchers at the popular Canyon Ranch in Tucson, Ariz., have demonstrated that a spa experience can lead to long-term behavioral changes. They gave 60 area residents aged 60 to 70 a free 10-day stay and follow-up sessions, once a month for a year. The participants, who were all pre-

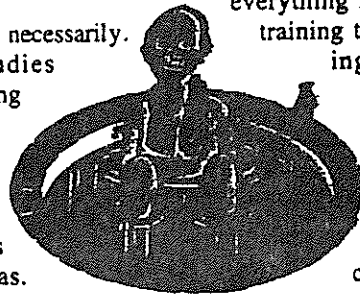
viously sedentary (some had even had bypass operations), participated in moderate exercise such as hiking and took classes in everything from strength

training to understanding food labels to sexuality, stress management and bio-feedback.

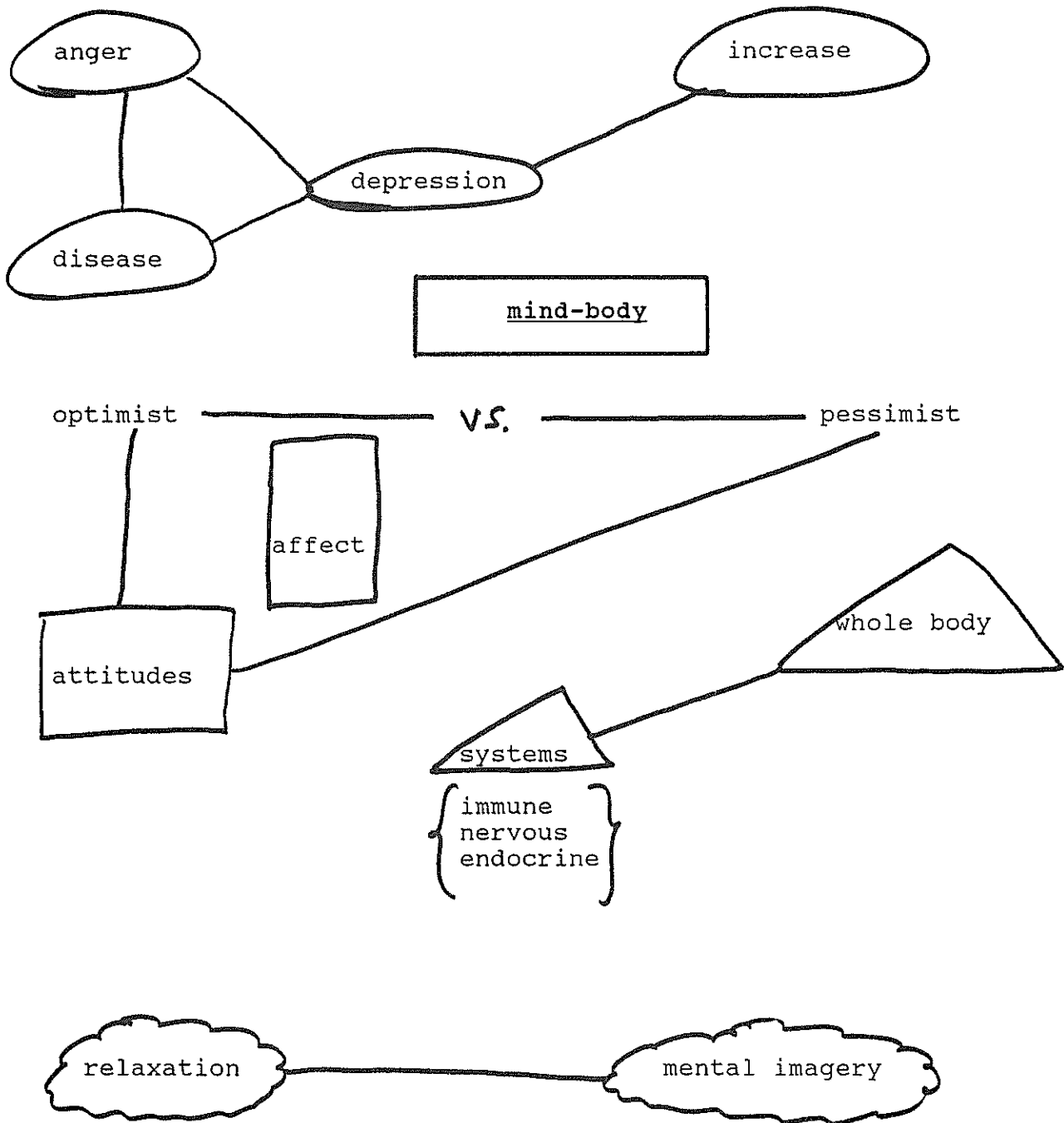
A year later, compared to a matched control group, they had greater cardiovascular fitness, a lower-fat diet and increased immune function.

Researchers also discovered that enjoyment is a factor in success rates. "The people who did the best are those who define health activities as play, whether it's taking a hike or cooking a vegetarian meal," explains Canyon Ranch psychologist Jeanie Schwartz. "Whatever you do, it should be fun."

To try to measure how much fun people were having, the researchers measured subjects' alpha brain waves, which tend to decline with age. High alpha levels are associated with creativity and heightened alertness as well as a



A Cognitive Map of "The Mind-Body Connection"



Using WordPerfect 5.1

1. Parts of the Computer:
  - a. Central Processing Unit
    1. C=fixed drive
    2. A=main disk drive
    3. B=secondary disk drive
  - b. Monitor or Screen
  - c. Printer
  
2. Pre-step: Formatting a disk:
  - a. Before you enter WordPerfect, with drive and monitor on, at C: type Format A (A=main disk drive; or type Format B --B=secondary disk--if the B drive needs to be used.).
  - b. Disk size: You can use a 3 1/2 or 5 1/4 disk, depending upon your disk port.
  - c. Formatting a disk is basically transferring data from the main drive which allows the disk to receive input; otherwise the disk will remain tabula rasa.
  
2. Getting into WordPerfect (already on fixed drive):
  - a. At C: type WP.
  - b. You are now in Wordperfect.
  - c. There are two means to access the commands:
    1. Using F1-F10 with Ctrl or Shift or Atl.
    2. By pressing Atl and = , you can access the pull down menu. (See handout.)
  - d. For this lesson, we will use the F (Function Keys) Numbers.
  - e. Have the students type their name, etc. at the left top of the page.
  - f. Have students write a summary of the article "The Mind-Body Connection" while using their cognitive map as a guide.
  - g. WordPerfect features:
    1. Caps=with shift or caps lock
    2. Bold=F6
    3. Underline=F8
    4. Double space=Shift and F8; then 1 for Line; then 6 for Line Spacing; then 2 for Double Space
    5. Center=Shift and F6
    6. Indent for Paragraph=Tab
    7. To move up or down on screen: Up = PgUp or Down =PgDn
    8. To move across on screen: Use arrows for up, down or across
    9. To delete=Del
    10. To delete a line=Ctrl and End
    11. To delete a complete page= Ctrl and PgDn; then Y
    12. To backspace=Back Space (be careful; it erases)

13. Spell Check= Crt~~l~~ and F2; press the number that corresponds to what you want checked--word 1, the page 2 or document 3, etc. Follow the directions at the bottom of the screen.
14. Thesaurus=At~~l~~ and F1 (Be sure the cursor is on the word you want checked.).
15. To alter copy=Crt~~l~~ and F4; press the corresponding number: 1 for sentence, 2 for paragraph, or 3 or page; then press 1 for move, 2 for copy, 3 for delete. If you choose 2 copy, move the cursor to where you want the line or paragraph to appear and then press enter or return.
16. To save=F10; then name the drive you want the data saved on (C:=fixed drive; A:=main drive; B:=secondary drive) and code your document (up to 8 letters or numbers, then a period, then 3 letters or numbers.

For example,

A:Doc1MBCn.J93

=

A:document 1 mind body connection.January93

17. To retrieve files=F5 and press return; then follow the options on the bottom of the screen.
18. To print=Shift and F7; choose what you want to print: 1 for full text, 2 for a page, etc. You need to repeat Shift and F7 to choose 4 to print the selected item; after 4, press g for go.
19. To exit document or WordPerfect=F7; resave your document to be sure your latest version of the document has been saved before your exit WordPerfect. Once you have exited WordPerfect without saving your document, your document is lost.



Beginning of Line [Home] [Home] [4]	Block [F4]	Bold [F6]	Cancel [F1]	Center [F6]	Columns/Tables [F7]	Date/Outline [F5]
Delete to End of Line [End]	Delete to End of Page [PgDn]	Delete Word [F7]	End of Document [Home] [Home] [2]	End Field [F9]	End of Line [Home] [Home] [6]	Exit [F7]
Flush Right [Alt] [F6]	Font [F8]	Footnote [F7]	Format [F8]	GoTo [Home]	Graphics [Alt] [F9]	Hard Page [Enter]
Help [F3]	Indent [F4]	Indent [F4]	List [F5]	Macro [Alt] [F10]	Macro Define [F10]	Margin Release [F10]
Mark Text [F5]	Merge Codes [F9]	Merge/Sort [F9]	Move [F4]	Print [F7]	Replace [Alt] [F2]	Retrieve [F10]
Reveal Codes [F3]	Save [F10]	Screen [F3]	Screen Down [+]	Screen Up [-]	Search [F2]	Search [F2]
Setup [F1]	Shell [F1]	Soft Hyphen [F1]	Spell [F2]	Strike [F8]	Switch [F3]	Tab Align [F8]
Text In/Out [F5]	Thesaurus [F1]	Top of Document [Home] [Home] [8]	Underline [F8]	Word Left [4]	Word Right [6]	



**MENUS**

**File**

- Retrieve
- Save
- Text In ▶
- Text Out ▶
- Password ▶
- List Files
- Summary
- Print
- Setup ▶
- Goto DOS
- Exit

**Edit**

- Move (Cut)
- Copy
- Paste
- Append
- Delete
- Undelete
- Block
- Select ▶
- Comment
- Convert Case
- Protect Block
- Switch Document
- Window
- Reveal Codes

**Search**

- Forward
- Backward
- Next
- Previous
- Replace
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- Goto

**Layout**

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- Page
- Document
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- Math ▶
- Footnote ▶
- Endnote ▶
- Justify ▶
- Align ▶
- Styles

**Mark**

- Index
- Table of Contents
- List
- Cross-Reference
- Table of Authorities ▶
- Define ▶
- Generate
- Master Documents ▶
- Subdocument
- Document Compare ▶

**Tool**

- Spell
- Thesaurus
- Macro ▶
- Date Text
- Date Code
- Date Format
- Outline ▶
- Paragraph Number
- Define
- Merge Codes ▶
- Merge
- Sort
- Line Draw

**Font**

- Base Font
- Normal
- Appearance ▶
- Superscript
- Subscript
- Fine
- Small
- Large
- Very Large
- Extra Large
- Print Color
- Characters
- Bold
- Underline
- Double Underline
- Italics
- Outline
- Shadow
- Small Cap
- Redline
- Strikeout

**Graphics**

- Figure ▶
- Table Box
- Text Box
- User Box
- Equation
- Line ▶
- Create
- Edit
- New Number
- Options

**Help**

- Help
- Index
- Template

**Brackets** indicate an item that is currently unavailable for selection.

**Arrows** indicate that selecting the item will display a submenu with additional options, as shown with the Setup, Appearance, and Figure items.



### The Mind-Body Connection

The article "the Mind-body Connection" is explaining the relationship of the mind and the body. Scientists has discovered that the mind can affect the body and that the body can become ill decasue of anger and depression. The more pessimistic a person is the greater the chances are that the immune system will become affected. Dr. Ader states that the whole system, including the nervous and endocrine systems can become diseased. Although the spirit thru positive thinking helps the body, people should still see their doctors if they are ill. Relaxation and mental imagery may boost the immunity system.

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Note:

During the revision session, the student would catch the errors and could rearrange the sentence order.

Depending on the types of errors students make, the instructor could cover capitalization, punctuation, grammatical points, as well as use of transitional devices.

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