The E-zine of Adventure in Teaching and Learning

High Impact Teaching For Success

Adventures in Transformation and Cultural Awareness

In This Issue:

"Life is either a great adventure or nothing."
~Helen Keller

Getting Your Adventure Bearings

TFS: What's in It for You?

Are you ready for a new teaching and learning adventure? High-Impact Teaching means constructing a simple, sensible, and doable approach to teaching and learning. The need for better knowledge and skill retention, higher performance (achieving measurable goals), and boosting satisfaction levels for you and your students is paramount to high-impact execution.

High-Impact Teaching is a journey and a true adventure. No two classes are ever the same; new e-tools for creating, delivering, and assessing instruction are coming online every few months. And almost every day, fresh cognitive research is telling us more precisely how students learn and what teachers can do to help students learn more in less time.

TFS is about You and Experiencing More Growth, Improvement, and Satisfaction

Three Steps to High-Impact Teaching in every Issue:

- ✔ Adventure Prep
- ✔ Expedition Outfittingw

What is success? We define success very simply: It's developing the skills and knowledge needed to define and achieve quality outcomes. It's learning to learn from each attempt to improve, so that your effort is never wasted and you achieve the results you desire.

To optimize TFS issues as travel guides to high-impact teaching, each issue has two parts:

- **Adventure Prep**: Insights into the fundamental laws and principles of success.
- **Expedition Outfitting**: The trading post where you can equip yourself with effective tools and practices you'll need for any instructional voyage.

ADVENTURE PREP

Section I. Adventure Prep

Adventure is worthwhile.
~Aristotle

Preparation and the Laws of Successful Travel

Before taking the first step of a 1000-mile journey, before you stock up on camping equipment, dried food, no-wrinkle outfits, insect repellent, and all the other supplies that experienced travelers have learned to pack—and certainly before shoving off—study, learn, and carefully apply basic success principles to trip planning.

The "Adventure Prep" section of this issue of TFS contains ideas, basic knowledge, and practical applications of the many success laws and principles needed by the traveler who wants to better his or her chances of arriving at the desired destination on time and with a sense of fulfillment and enjoyment.

Familiarity with these laws is absolutely necessary if you wish to become a person who leaves the comfort zone behind and then, through continuous improvement efforts, become a high-impact teacher. In short, to achieve more, you must become more, and you become more through mastery of the fundamental laws of success.

Useful Laws of Teaching and Life-Travel Success

Here's a partial list of success laws to be examined in this and upcoming Teaching For Success issues. The goal is to use the following laws to propel us on a successful odyssey to high-impact teaching:

- Clarity of Purpose
- Mindset and Self-Concept
- Cause and Effect
- Belief
- Expectations
- Attraction
- Concentration
- Habit
- Subconscious Activity
- Correspondence
- 80/20 Effectiveness
- Information Processing
- Cognitive Principles of Memory, Retention, and Learning
- Application and Performance
- Informative Knowledge Structures

If you care at all, you'll get some results. If you care enough, you'll get incredible results.

~Jim Rohn

Myths and Realities of Success

Success: Myths and Realities

by Jack H Shrawder, publisher

The Teaching For Success Adventure Prep section is about learning the practical "whys" and "hows" of high-performance teaching and living. Here are my top myths and realities that illustrate the contrast between mass media hype and personal experience.

Myth: Starting down the road to greater life success, achievement and satisfaction begins with a "Big Bang" of creativity energy that expands into a realistic, practical, and compelling fulfillment of dreams. This powerful image motivates and sweeps one quickly and easily to stardom.

Reality: To make the dream a reality, one must accept a mandate to learn, grow, and work persistently to overcome everyday challenges and setbacks. Disappointments often precede progress. Why is this so? For the simple reason that if no personal growth and change were needed, the dream would be a reality already. Or inversely, as James Allen wrote more elegantly in *As a Man Thinketh*, "You cannot travel within and stand still without."

Myth: Being successful means enjoying a life of fun, consumption, and ease untroubled by failure and setback.

Reality: The bottom line of professional and personal development seems to be that the mental and emotional changes that must occur to attain new levels of success are far harder for most of us than accomplishing the required practical tasks. The path of success is one of steep climbs to the top.

Myth: The path to success is straight up.

Reality: Living, hiking, or skiing in the mountains seems to be a more accurate metaphor for attaining success. You climb one peak and celebrate, but the trail from there is down and perhaps across a wide valley with yet another higher and steeper peak to climb on the other side.

Myth: Success comes from knowing the shortcuts and taking advantage of lucky breaks whenever possible.

Reality: True, some luck seems to be a part of success, such as being at the right place at the right time, or developing the right product at the moment demand is emerging in the marketplace. But normally,

Myths and Realities: *continued on page 5*

ADVENTURE PREP

It is important to try to grasp the fluidity and force driving 80/20 relationships. Unless you appreciate this, you will interpret the 80/20 Principle too rigidly and fail to exploit its full potential.

Richard Koch, *The 80/20 Principle*

***Myths and Realities**: continued from page 4*

success demands taking the long, slow road, building character, adopting the highest personal and professional standards, continuously learning and assessing one's strengths and weaknesses, and, most importantly, producing results. Is the choice to be a high-performance professional worth it? For me, success is the only option—how about you?

Myth: Success comes purely through working harder and harder and longer and longer.

Reality: Persistence is important, but so is knowing when to continue on and when to quit. Sometimes quitting and going on in a new direction yields far better results than soldiering on without evaluating progress through the setting of benchmarks and defined outcomes.

Myth: It doesn't matter what you are working on, just keep busy and you will succeed.

Reality: The Pareto principle governs much of what we do. This principle says that we get 80 percent of the results from 20 percent of what we do. The problem is not one of working longer and harder, the problem is finding the 20 percent and working on that area most of the time. This strategy will give us far better results over time.

Apply this principle to teaching. Only 20 percent of your teaching activities will result in 80 percent of the learning that takes place in your classroom. Or, on the learner side, 20 percent of one's study time will result in 80 percent of one's learning. Amazingly, this ratio has been tested over and over again in all fields and endeavors, and has been found remarkably consistent.

One place this principle should be carefully applied is in the area of homework and term assignments. No assignment should be made unless and until you have determined that it will produce optimal learning in your students. Otherwise, it just wastes their valuable time and produces little or no advancement in knowledge, attitudes, and skills.

The idea here is to identify the important 20 percent of what you do and concentrate your effort there, to achieve the most success in the least amount of time. For more information on this important success concept, go to http://betterexplained.com/articles/understanding-the-pareto-principle-the-8020-rule/.

ADVENTURE PREP

Brian R. Shmaefsky, Ph.D.,

ADVENTURE PREP CLASSIC

"I am always doing things I can't do, that's how I get to do them."

~Pablo Picasso

Thirty Success Thoughts for High Impact Teaching

Brian R. Shmaefsky, Ph.D.,
Biology & Environmental Sciences
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1. I am here for the students.
2. Learner-centered teaching works.
3. Respect for students comes with competency.
4. Learn from your students' successes in class.
5. Learn from your students' failures in class.
6. Tests are not an absolute measure of student mastery.
7. Good tests aren't easy to design.
8. Good tests aren't easy to grade.
9. Be an expert, not a know-it-all.
10. Students gain more by learning to look up information.
11. Students gain more by learning to apply information.
12. Students gain more by learning to evaluate information.
13. Do regular formative assessments of student learning.
14. Give students resources, not just facts.
15. Good teachers instruct students on life skills.
16. Good teaching goes beyond presenting basic content.
17. Quality of content coverage is more important than quantity of content coverage.
18. Good laboratory sessions are open ended and encourage inquiry.
19. Good laboratory sessions stress safety and environmental stewardship.
20. Encourage students to ask questions.
21. Cut down on lecture and increase active learning.
22. Pause in a lecture to give applications and examples of factual information.
23. Stress that knowledge was acquired by the scientific method.
24. Be excited about teaching.
25. Be excited about your subject.
26. Show enthusiasm in the classroom or online.
27. Appropriate humor improves learning.
28. Be friendly and smile.
29. Avoid too much criticism and cynicism.
30. Good teaching takes a lot of work.

Section 2: Expedition Outfitting and You

Every trip requires giving at least some thought to matching the expected travel needs to the available supplies, maps, and knowledge of the local language and customs.

Three Easy Pieces of High-Impact Teaching

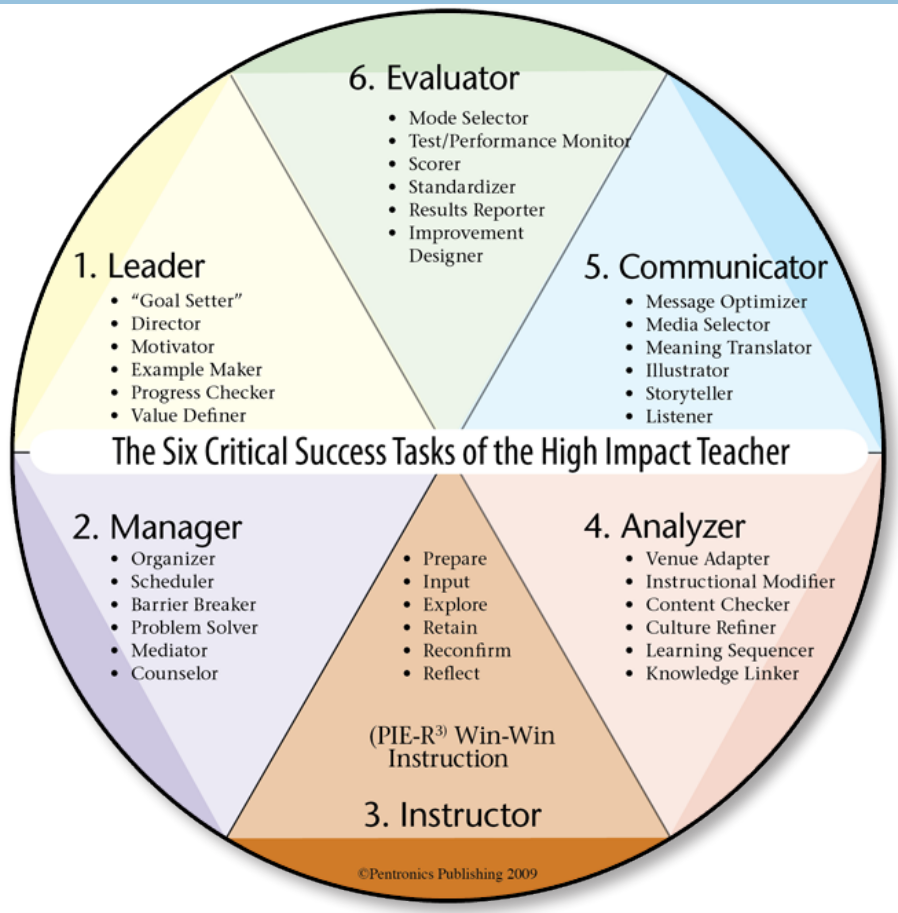
1. Adventure Prep
2. Expedition Outfitting

Three Easy Pieces of Teaching Improvement

If you have the sense that teaching is an adventure, a metaphorical journey through sometimes new and unfamiliar bodies of knowledge, a trek involving the acquisition of new skills and attitudes, then you may agree with TFS that it makes good sense to put enough effort into preparation and planning to ensure a successful and safe trip.

To help you further prepare for your teaching expedition, we are introducing here the Second Piece of the Teaching For Success "Three Pieces of High-Impact Teaching" program and e-zine. The essential point of this is to explore with you that teaching involves much more than the task of instructing: When you teach, you actually wear up to six important hats and constantly juggle the roles you play.

The map to the left is meant to be a starting point to illustrate this idea and promote discussion in Teaching For Success. It's included here as a thinking-about-teaching aid and as an advance organizer for articles and ideas to aid your



The TFS "adventure" map lists the critical teaching roles and role-tasks of the High-Impact Teacher.

teaching journey and successful fulfillment of these roles. The "TFS Role" chart helps clarify all the many activities that encompass good teaching. This chart can be used as a road map to embarking on a Teaching For Success voyage of improvement and self-discovery.

Scout Reports

We call articles from our Partner Authors about "outfitting" the teaching and learning journey "Scout Reports."

Scout Report Summary, 20.3.1

by John Reich

Transforming Fear and Hostility

The best ways I have found to change hostile student attitudes are by being as enthusiastic about Public Speaking as possible, and by meeting with students individually to discuss specific ways to improve their speech organization and delivery.

EXPEDITION OUTFITTING

How to Transform Fear and Hostility into Enthusiasm

John Reich, Instructor
Genesee Community College,
Batavia, N.Y.

What is the first phrase that comes to mind when an individual performance class such as Public Speaking is mentioned? Nerves? Stage fright? I hate it?

I once asked my Public Speaking class which they would rather do: go to the dentist or a Public Speaking class? The class was unanimous in their answer: They would rather go to the dentist. This was not even at the beginning of the semester.

For the 10 years I have been teaching Public Speaking at Genesee Community College, this has been the student attitude at the beginning of each semester. By the end of the semester, the students are worried about their grades on the final speech and they are happy that the course and the semester are over.

However, by the beginning of the next semester, or at the beginning of their careers, they realize they now have more eye contact when talking to people in a formal setting, more confidence, and they express their ideas more vividly. Public Speaking did indeed benefit them.

Even in this age of digital technology, being an effective public speaker can determine how far a person will go in his or her career.

In teaching Public Speaking, your dilemma often becomes how to establish a friendly classroom atmosphere so that your students have the best opportunity to work and to improve by listening, thinking, and trying, thereby getting the most out of the Public Speaking course. When students' negative attitudes toward the course change and they begin to try, they can then succeed.

Enthusiasm Provides the Energy for Transforming Attitudes

The best ways I have found to change hostile student attitudes are by being as enthusiastic about Public Speaking as possible, and by meeting with students individually to discuss specific ways to improve their speech organization and delivery.

Enthusiasm means being as upbeat, positive, and good-natured as possible from the moment you walk into the classroom for each class.

Enthusiasm is an attitude, just like hostility. A student is hostile because he or she is uncomfortable in the situation. Enthusiasm can make them comfortable, as the classroom atmosphere becomes less tense.

***Hostility**: continued on page 9*

Hostility*: *continued from page 8

Meeting with students individually at least twice during the semester will likewise make the course atmosphere less intimidating. The agenda for individual meetings consists of going over past speeches, highlighting areas of success and areas for improvement. The student should always be given points of positive feedback, so he or she can build upon them.

Meeting individually with the student encourages the student to ask more questions and make comments that he or she may be less likely to make in class.

Meeting individually demonstrates that the instructor cares about the student's success. By meeting with the student individually, the instructor will get to know the student and what sets him or her apart from the other students, which can motivate student improvement.

The hope is that the instructor's enthusiasm and individual attention to students will encourage in them a desire to do a good job, and make them less apprehensive about giving speeches.

To make the individual meetings successful, you have to plan to meet with each student for 10 to 15 minutes. These meetings are like play auditions: You have to first make the student relaxed before you go into specifics. Once the student is relaxed, you go over points in their delivery and speech organization; discuss measuring certain points throughout the semester that will show student improvement; and discuss any of the student's questions about upcoming speeches.

However, enthusiasm can be difficult to muster, since many instructors are adjuncts and may have just worked an eight-hour day before arriving in class. Enthusiasm is always a mindset; communicating enthusiasm can be difficult because everyone has a different mindset. Eliminating any negative impulse while working on building adrenalin is the best approach I have found. I also convince myself that I don't need a nap.

I drive an hour each way to my college campus. Often, the drive makes me more tired than I already am. Since building adrenalin is essential, I do not rest when I enter the classroom, but greet everyone and hopefully find something humorous to say. This initiates the interaction between students and instructor, and my enthusiasm grows from there.

Hopefully, after a few weeks of demonstrated enthusiasm and friendliness toward the students by the Public Speaking instructor, a relaxed, congenial, and positive atmosphere in the classroom will have developed. This effect snowballs, because the students get to know the instructor and each other. The students become more willing to ask questions, engage in discussion, and try different methods of delivery.

Hostility*: *continued on page 10

SECT II EXPEDITION OUTFITTING

Hostility: *continued from page 9*

Transformation also Requires an Enabling and Engaging Atmosphere

With the establishment of this engaging atmosphere, the instructor can then give specific guidance in individual meetings with the students on how to improve their speech organization and delivery. A speech is an individual creative endeavor; no two people are going to give a speech in the same manner. Therefore, by meeting individually with students, the instructor demonstrates continuing positive interest in the students becoming successful speakers.

Concrete Things You Can Do

The first individual meeting at week four or five of the semester is critical. This meeting has to be cordial and put the student at ease, because he or she does not yet know what to expect. This meeting aids in creating a satisfying working relationship between the student and the instructor, which carries over to make the student more comfortable in the classroom. You do not want a combative or argumentative relationship to develop during these meetings, as you want to discover what the student's attitude toward, comprehension of, and ability for public speaking are. This meeting and the exchange of information with the student will determine the best method of instruction for each student for the rest of the semester.

During casual conversation in these meetings, about half the time you find that the main problem the student has is with his or her speech organization; the student has not taken the time to develop a well-defined beginning, middle, and end to his or her speeches. If the student does not take the time to organize his or her speech, stage fright develops, because the student is preoccupied with fear and lacks confidence because of inadequate preparation. No matter how often this has been stressed in class, the importance of speech organization typically does not sink into the brain of the student until this individual meeting.

In post-meeting classes, the student will attempt effective individual delivery styles. For instance, the instructor may see students beginning to have eye contact with the audience, instead of looking down at the podium for the whole speech because they are afraid to be there, and not reading their speeches but pacing themselves to get their points across.

Discussing positive points—which can be as simple as: "Build on the eye contact you already have"; "Good job, you did not read your speech verbatim"; or, "Your speeches are a good length"—are very important now that the student has the courage to try new techniques, because attempting new techniques can itself result in poor speeches at first. Even if the student did a dismal job with his or her most recent speech, at least one good point has to be found and encouraged. The student will know if he or she did a poor job, and to be completely negative may curtail the student's progress for the rest of the

Hostility: *continued on page 11*

SECT II EXPEDITION OUTFITTING

Hostility: *continued from page 10*

semester. A positive comment now gives the student the impetus to continue trying to improve.

On time, one of my students was taking an extremely long time packing his books after a class in which he did a horrible job giving a speech. I did not want to comment, because the situation was delicate.

However, the student started a discussion about his speech, by merely saying, "I really blew it." I related one positive aspect of his speech and told him he will get it next time. The student cried. The next class he gave an excellent speech.

A student's eagerness to do well is exemplified when the student wants to stay after class in order to have more individual time with the instructor than just the two meetings. This is something that an instructor should not discourage.

Another student of mine had no concept of how to organize material to give a speech at the beginning of the semester. The class only met once a week, and for many successive weeks, the student would stay after class to talk about the speeches and the best approach for her.

We would talk for as long as she wanted to discuss her organization and individual style of delivery and how to improve on it. As the weeks passed, I noticed when I was walking down the hall to the classroom that she was in an empty classroom practicing her speech before class.

By the end of the semester, she was not only able to organize a topic but had excellent delivery, including super eye contact. She progressed from being doubtful at the beginning of the semester that she would finish the course to receiving a final grade of A.

I do not record or videotape any of my students' speeches. Recording speeches or videotaping may be a necessity if the public speaking course is online, but in a classroom, recording and videotaping is detrimental. To record and videotape makes the student self-conscious, so they focus on the equipment rather than their speech, their delivery, and their audience. A speech should always be directed to the audience, and not to equipment. The speaker oftentimes becomes self-conscious when listening to or watching him- or herself, holding back, and possibly doing worse on succeeding speeches.

The audience's visual reactions during the speech and the instructor's comments are a better judge of the effect of a speech than a recording or videotape. A speaker watching a videotape of him- or herself does not experience the same emotionalism that an instructor can describe from having been in the audience.

Hostility: *continued on page 12*

Hostility: *continued from page 10*

If If you are a adjunct Public Speaking instructor, you have many obstacles to overcome before and during class.

But as you begin to instruct your students, take two slow, deep breaths. It works wonderfully before entering the classroom, just like you might do before beginning a speech. Building a transforming Public Speaking class is like creating a family: You have to establish your credibility and constantly reignite your own enthusiasm and desire to be there for your students.

Your desire for your students' success will translate into their realizing their wherewithal to do the best job possible when they deliver their speeches.

Quick Tip: How to Evaluate, Grade, or Reward Group Learning Projects

- Average the scores of each group member.
- Total all members' scores.
- Add a group average to the individual scores.
- Randomly grade one group member's project or examination.
- Randomly call on a member of each group to answer questions.
- Convey to all members the lowest individual score.
- Give group grades and add bonus points based on the achievement of the group (as when each person in the group scores above a certain level).
- Assign individual grades and add bonus points based upon the improvement of group scores over the course of the semester.
- Parcel out group grades plus individual grades consisting of submitted journals, self-assessments, and/or peer evaluations.
- Grade the group product and individual contributions based on predetermined learning outcomes.
- Give group grades plus grading nonacademic contributions via peer evaluation (e.g., have group members evaluate one another on characteristics such as ability to work with others, effort, communication skills, and staying on task).
- Give group grades and give nonacademic rewards (e.g., free time or permission to leave early).

Scout Report Summary 20.3.2

Celebrating Diverse Cultures

The assignment points out the vast differences in students who, on the surface, seem homogenous, but taken separately are incredibly atypical; in other words, there is no such thing as a typical college student.

Sharing Your Culture: There's No Such Thing as Typical

Stuart Tichenor
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The longer I teach, the more apparent the generational gap is between my students and me. My generation served in Vietnam and also protested against the government for sending young men and women to fight there. My generation also witnessed the assassinations of John Kennedy, Robert Kennedy, and Martin Luther King. Those are all items in a history book to the majority of my students. In addition, the music I grew up listening to included the Beatles as well as Porter Wagoner and Dolly Parton—all appearing on a black-and-white Zenith television—long before the days of personal computers and video games.

Because I'm interested in the differences between my personal history and culture and that of my students, I've created an essay assignment that asks students to write about their culture—culture being the environment they were raised in and the people around whom they were raised. The assignment points out the vast differences between students who, on the surface, seem homogenous, but taken separately are incredibly diverse; in other words, there is no such thing as a typical college student.

In order to get students started, I tell them they're writing for an uniformed reader—someone who knows nothing of their background. Specifically, students are to write about where they grew up; that includes the city, state, and environment (small town, big city, rural, etc.). In addition, students are to briefly discuss the family that raised them; then they are asked to comment on the influence of those adults in their lives. Obviously, this brings a wide variety of responses, some positive, some negative, but always an influence.

In order to help students get started, I wrote a four-page, double-spaced essay commenting on my own background. When I was finished and had posted the example to the school's Desire2Learn website, I realized that my essay barely skimmed the surface. What I wanted students to realize, however, is our own uniqueness. The breadth of responses to the assignment pointed out just that.

Expressions and Language

In discussing everyday expressions, I brought up sayings I heard my grandmother use (she was born in 1896). While some students had heard some of these old maxims, they were new to others. In contrast, my students wrote about expressions that were often politically incorrect as well as unfamiliar to me. Certainly, many of them would not be appropriate in a college classroom. The big surprise, though, was when one student commented that he never really thought about how he spoke as having any meaning! On the surface that sounds surprising,

***Culture**: continued on page 13*

Culture: continued from page 13

but, realistically, how many teenagers take the time to analyze their speech and any colloquialisms they use?

Views on Education

Another topic students can comment on is how their family viewed education. Being a college instructor, I expect all students to be committed to their education. But as an English instructor, I also realize that is far from the case. The unfortunate part is that many students' negative attitudes toward college and education are directly tied to their family's attitude.

Students who come from families that do not value education see their educational efforts in a writing class as a waste of time; other students, of course, state that higher education has always been important in their family, and it was always assumed that they'd attend college. Still, it's not uncommon for one of my students to say, "I'm the first one in my family to ever attend college." In one instance, a student said, "Most of the men in my family never graduated from high school—but they all have good jobs." That's hard to believe in the 21st century, but it still happens.

Exposure to Ethnic Groups

Because my classes are often ethnically diverse, students are also asked about the cultural diversity of their environment. For starters, I tell them about my growing-up years in northwestern Kansas, being raised around people who were predominantly of German, Czech, and eastern European descent; in addition, I explain how their attitudes affected my thinking.

My students' backgrounds were even more diverse. One student, for example, was half Mexican, half Creek Indian and grew up in the Watts section of Los Angeles.

A white student who was raised in Atlanta, Georgia discussed his life attending schools where, according to him, whites were the minority. In fact, one of his previous essays had focused on how to win or lose respect in the neighborhood—and all of it connected to different ethnic groups and their standards for respect.

An African-American student who was raised in San Antonio, Texas had lived in Germany with her parents while they were in the military. All of these unique circumstances were found in a fairly small class of only about a dozen students.

Events That Shaped the Student

Also related to students' personal culture is a short list of events that has changed their view of the world. For many of my students, the attacks of September 11, 2001 was a seminal event in their lives.

In some cases, students recalled significant events that occurred locally. In two cases, the most significant event in the student's life was the untimely death of a parent or loved one. Obviously, these types of events have a dramatic effect on the psyche of students, as well as their character. No matter what the event or the age of the student, my goal is for students to recognize the differences in our backgrounds and perspectives and how they affect who we are today. Putting those events in writing causes students to not only reflect on their

Culture: *continued on page 15*

Culture: *continued from page 14*

past, but also analyze how those events have affected them. No matter which event is discussed, whether national or local, it's important for students to recall their feelings about the event, what it means to them now, and how they think it continues to affect them.

Food and Music

A late addition to the assignment, stemming from a classroom discussion, involved food. In a class that, on the surface, seemed to contain students who were very much alike, there were broad differences in what students grew up eating.

For example, a student from Louisiana spoke glowingly of grits, while many of the other students had never eaten them. A Native American who enjoyed frybread confounded many of her classmates when she mentioned sofke, a food made of sofke corn and lye. Those two examples contrasted with students who spoke highly of the local barbecue restaurant known for ribs and hot links.

In contrast to my original thinking, most of my students could not be characterized as liking a particular kind of food; throughout the class, the students claimed to enjoy (or detest) a wide range of ethnic culinary specialties, from Filipino to Native American to Chinese to Italian. In addition to all these various cuisines, there were also students who stated their fathers expected "meat and potatoes" at every meal—certainly a wide range of foods from a seemingly homogenous group of college students.

My initial thoughts about the music students listened to were also incorrect. A student who I was sure listened only to rap music was actually a big fan of country music.

In fact, overall, many students listened to a broad range of music and would only exclude one or two types from their choices of preferred styles. Students who I thought would only listen to country music also listened to classic rock, death metal, and rap. In this category, my assumptions about my students were completely wrong, and their responses regarding music were as diverse as their responses about food.

Final Comments

Nearly all of the ideas I had about my students proved incorrect. Only by reading their essays did I come to a better understanding of who my students were, causing any assumptions to be proven false. In a small class, I was amazed by the diversity that existed, even though, on the surface, the students seemed like a homogenous group.

Furthermore, the classroom discussions in the early stages of the assignment proved to be both enlightening and humorous. Stereotypes were exposed as false, and the uniqueness of each student was highlighted, causing us all to come away with a better idea of who was sitting in the next chair; and it wasn't what most people would think of as a typical college student.

TEACHING FOR SUCCESS

QUICK TIP SERIES #1

ASSIGNMENT TRACKING

BY KATHY HOGAN

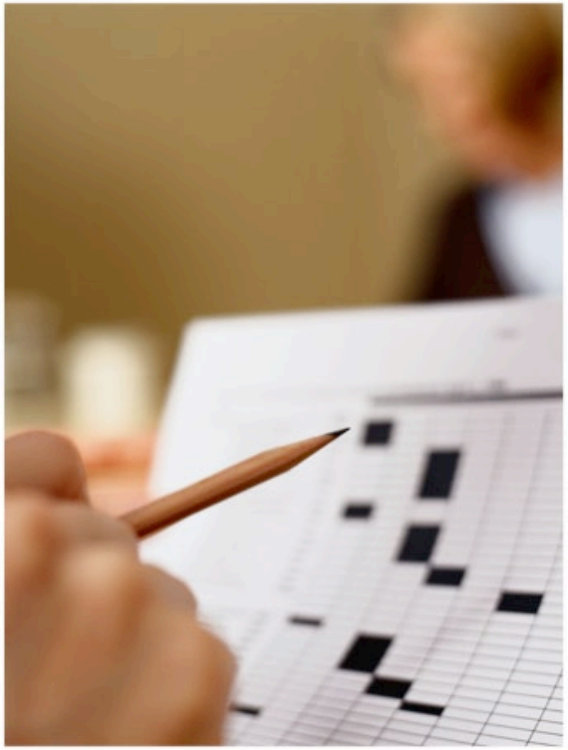
To assist students to manage their time and work load, hand out a special assignment management sheet to them at the start of a new chapter or module.

This check sheet lists the assignments for the chapter and extra-credit options.

Students use this form as a cover sheet when they hand in their assignments at the end of the chapter.

Check off their assignments giving your students proof of acceptance, and circle the ones that are missing.

Variation: Create sheet as a Word doc. or .pdf with active text fields and place on web site or email to your online students.



Feature Quick Tip