FULBRIGHT

KANSAS STATE UNIVERSITY | English Language Program

English for Graduate Studies Program Handbook

July 21-August 11, 2022

This activity is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs as part of its Fulbright Program, the U.S. government's flagship international exchange program supported by the people of the United States and partner countries around the world. For more information, visit fulbright.state.gov.

This activity is administered by the Institute of International Education (IIE).

July 22, 2022

Welcome!

Congratulations on starting a new chapter of your academic and professional journey.

The U.S. Department of State and the Institute for International Education (IIE), along with Kansas State University welcome you to the United States for this orientation program and your subsequent graduate studies.

During your time in this three-week program, you will have the opportunity to polish your English skills, learn about U.S. academic life, and experience American culture first-hand in a friendly and welcoming environment. We feel honored that the English language Program and Kansas State University have been selected to host you.

As part of the program, you will attend a series of workshops and lectures about various aspects of American universities and American life. All of the workshops will be provided by representatives of various university and public organizations and offices. This handbook contains slides of the presentations, handouts, and worksheets provided by the workshop presenters in addition to program and class schedules and a list of optional events. The presentation documents are printed in the order of presentations shown in the program schedule.

Best of luck,

The Staff of the English Language Program and the Office of International Programs at Kansas State University

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English for Graduate Studies Program at Kansas State University

July 21-August 11, 2022

Arrival and Orientation Information

July 21 (Thursday): Arrive at Manhattan Regional Airport (MHK). Student ambassadors and ELP instructors will meet each flight and drive you to Wefald Hall throughout the day.

- **Apply for New Student Wildcat ID card:** https://union.k-state.edu/shopping-services/manage-my-id

July 22 (Friday): Today's meals are served in Kramer Dining Center

- **8:45 a.m.** – **Bring your passport, DS-2019, J-visa, I-94** with you. Student ambassadors wait for the group in the lobby and walk the group to Fairchild Hall 203A.
- **9:00 a.m.** – Program Orientation – Fairchild 203A
  - Welcome and Introduction of Program Coordinators and Instructors
  - Class Schedule and Activity Schedule
  - Books and Handbook
  - Housing and Health Care Orientation
- During orientation, documents will be scanned and sent to you in an email for afternoon IIE check in.
- Lunch in the Kramer Dining Hall
- **12:45 p.m.** – Return to Fairchild 203A
- **1:00 p.m.** - Entire group checks in online with IIE.
  - **Bring your:**
    - **Passport, J-visa, I-94**
    - **Electronic ID and password information for your IIE account**
    - **Laptop, if you have one**
- **2:30-3:30 p.m. -** Walk to the K-State ID Center to get K-State Student photo ID card.
- Dinner in the Dining Hall and time to relax
- **7:30-10:00 p.m.** – Arts in the Park (*optional)* Wefald Lobby –Shuttle rides to and from the City Park

July 23 (Saturday): Today's meals are served in Kramer Dining Center

- **9:30 -12:00 p.m.** – (*optional)* Wefald Lobby –Shuttle rides to Farmers Market and Walmart shopping.
- **Afternoon** – Rest and settle in.
- **6:30 – 10:00 pm Shuttle** rides to Riley County Fair and Rodeo

July 24 (Sunday) Todays *meals are served in Kramer Dining Center*

- **1:00 p.m.** – (*optional)* Walking tour of Recreation Center and Campus (Meet in Wefald Lobby)
- **5:30 p.m.** – Meet in Wefald Hall lobby to walk to Welcome Potluck dinner at the **Frith Community Center**.

July 25 (Monday) ***Starting today, all meals will be served at DERBY DINING Center - aTa bus available***.

- **8:45 am** – Depart Wefald LOBBY with Ambassador - Walk to Leadership Studies building. Class begins 9:00am! (Group A – 113, Group B -127)

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Fulbright English for Graduate Studies Pre-Academic Program - 2022 Schedule

The listed activities are **mandatory** unless indicated otherwise. **Transportation is provided** for **the optional** cultural activities listed in this schedule.

				Thursday	Friday	Saturday
				July 21	July 22	July 23
9:00-12:00				Arrivals	9:00- 12:00 Welcome & Orientation (Fairchild 203A)	(Optional) 9:30 – 11:00am Farmers Market with GSAs Wal-Mart Shopping Shuttle
1:00-2:30 Fairchild 203A				Arrivals	Check- in for IIE	
2:30 – 4:00				Arrivals	Get K-State ID card	
Evening				Arrivals	(Optional) 8:00- 10 pm Arts in Park	6:30 pm Riley County Fair and Rodeo

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July 14, 2022

Time	Sunday July 24	Monday July 25	Tuesday July 26	Wednesday July 27	Thursday July 28	Friday July 29	Saturday July 30
9:00-11:30 Class Leadership Studies 113 & 127		Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	
1:15-2:15 Class Fairchild 203A	1:00 – 2:00 Tour of Recreation Center (Optional) Walking Tour of the Campus (Optional)	Skills for Academic Success	Skills for Academic Success	Skills for Academic Success	Skills for Academic Success	Skills for Academic Success	Field Trip to Topeka 9:15am – Boarding the bus (Capitol Tour, Brown vs. Board of Education, Kansas History Museum) 4:30 return
2:30-3:30 Workshop Fairchild 203A		Student Conduct Expectations (Leena Chakrabarti)	Using Library Databases (Carol Sevin) Meet at Hale Library,2nd floor entrance	Legal Issues of International Students (Sarah Barr, JD, Student Legal Services)	(*Optional*) Advanced Pronunciation Coaching I Cary Chappel	(Optional) Advanced Pronunciation Coaching II Cary Chappel	
3:30- 4:45 Fairchild 203A		Free Time	Tour of Manhattan via ATA bus (Red Bus) (Optional)	Appropriate Online Interactions (Virginia Brunner)	Housing Help presentation (optional) Ambassadors	Free time for work or working on housing Optional)	
Evening	**6:00 – 8:00** Welcome Potluck, Frith Com. Center	**7:00-8:30 p.m.** Scavenger Hunt – Bosco Plaza	(*Optional* Activities: Recreation center, etc.	Free Time	(*Optional* Activities: Recreation center, etc.	(*Optional*) 8:00- 10:00 pm Arts in Park	

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Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 31	August 1	August 2	August 3	August 4	August 5	August 6
9:00-11:30 Class Leadership Studies 113 & 127	Free Time to relax or explore Manhattan	**9:00 – 12:00 Fulbright Presentation by IIE advisor**	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	
1:15-2:15 Class Fairchild 203A		Skills for Academic Success	Skills for Academic Success	Skills for Academic Success	Skills for Academic Success	Skills for Academic Success	K-State Insect Zoo (*Optional*) K-State Call Hall Dairy Bar – Ice cream treat (*Optional*) 3 groups 11:00-12:30 1:00 – 2:30 1:00 – 2:30
2:30-3:30 Workshop Fairchild 203A	2- 4 pm Visiting the local Sunset Zoo (Optional)	(Erin Fr Safety Tips & Cultural Expectations in America Erin Freidline (Riley County PD)	Academic Integrity and Honor Code (Dr. Camilla Roberts, K-State Honor System)	Zotero: Organizing and Storing Citations Kendra Spahr, Hale Library Bring laptop to class	Reality of Relationship Violence on College Campuses Stephanie Moran K-State CARE	Mental Health and Stress Management Dr. Marcos Mendez (Counseling Services)	
3:30- 4:45 Fairchild 203A		**Office hours for IIE Staff** Free time in Fairchild 202	Library Workshop: Getting Started with Copyright Dr. Ryan Otto	Tech Workshop Using PowerPoint	Graduate Teaching Assistant Presentation Mary Wood	U.S. Healthcare Dr. Campbell	
Evening	Dinner with Friendship Families	7:00-8:00 pm Fulbright Grad. Student Panel	Free time	(*Optional* activities, Recreation center, films on campus, campus lectures, plays or Friendship Family activities		Free Time	

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Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	August 7	**August 8**	**August 9**	**August 10**	**August 11**	**August 12**	**Aug 13**
9:00-11:30 Class Leadership Studies 113 & 127	(*Optional*) 8:30 – 10:30 Konza Prairie walk	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	EGSP Closing Ceremony with reception Regnier Forum at Regnier Hall		
1:15-2:15 Class Fairchild 203A		Skills for Academic Success	Skills for Academic Success	Oral Presentations	Preparing for Departure		
2:30-3:30 Workshop Fairchild 203A	Free Time to relax or explore Manhattan	Research Compliance Overview – IRB Heath Ritter University Research Compliance Office	How to deal with current event discussions Leena Chakrabarti	Oral Presentations	Departure from Manhattan Regional Airport (MHK)		
3:30- 4:45 FC 203A		Free Time	Free Time	Oral Presentations			
Evening	Dinner with Friendship Families	5:00 – 9:00 pm Group A: Visiting the Bison Ranch and picnic	5:00 – 9:00 pm Group B: Visiting the Bison Ranch and picnic	Free time			

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Fulbright English for Graduate Studies at Kansas State University - Cultural Activities 2022

The activities in red are part of the program and mandatory.
The activities in black are optional, but we provide transportation, or we are walking with you.
The activities in blue are optional, and no transportation is provided. The dollar sign ($SS) means that the activity costs money.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July 2022				20	21 Opt: Rec Center or Swimming in City Park Pool ($)	22 8:00 pm – City Park Arts in the Park 8pm	23 9:30 – 11am Farmers Market and Walmart shopping 10-5p Discovery Center ($8) National Day of the Cowboy 6:30p – 10:00pm Riley County Fair and Rodeo
	24 1:00 Walking tour of the Recreation Center and campus 6:00 – 8:00 Welcome Potluck, Frith Com. Center	25 7:-8:30 p.m. Scavenger Hunt w/ ambassadors Bosco Plaza K-State Union	26 3:30 pm Optional aTa bus tour of the town (hop on and ride!)	27 (Optional activities, Recreation center, films on campus, campus lectures, plays or Friendship Family activities)	28 K-State Beach Museum of Art (open till 8:00pm) 8 pm – Tap House: Live Music on the Rooftop ($)	29 8:00 pm – City Park Arts in the Park 8pm	30 9:15 board vans Fieldtrip to Topeka (Capitol, Kansas History Museum)

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Aug. 2022	31 2:00-4:00pm Visiting the local Sunset zoo Dinner with Friendship Families	August 7:00-8:00 pm Fulbright Grad. Student Panel Durland 1052	2 Free time!	3 (Optional activities, Recreation center, films on campus, campus lectures, plays or Friendship Family activities)	4 K-State Beach Museum of Art (open till 8:00pm) 8 pm – Tap House: Live Music on the Rooftop	5 Free time!	6 K-State Insect Zoo (3 groups 11:00 – 12:30 or 1:00pm K-State Call Hall Dairy Bar –Ice cream Treat open 10am – 5pm Riley County Museum Open 2 – 5pm
Aug. 2022	7 8:30- 10:30 opt. Konza Prairie hike 2- 5 pm Riley County zuseum free 2 pm - Manhattan Art Center Bonnie & Clyde $10 Dinner with Friendship Families	8 5 – 9:00 pm Group A: Visiting the Bison Ranch and picnic	9 5– 9:00 pm Group B: Visiting the Bison Ranch and picnic	10 Free time! Rec Center or Swimming in City Park Pool ($)	11 K-State Beach Museum of Art (open till 8:00pm) Departure 8 pm – Tap House: Live Music on the Rooftop	12 Departure	

Events on Campus: https://events.k-state.edu/

- July 23 – National Day of the Cowboy – Flint Hill Discovery Center: https://www.flinthillsdiscovery.org/385/National-Day-of-the-Cowboy
- July 23 – Riley County Fair and Kaw Valley Rodeo - http://www.rileycountyfair.com/

Museums and Zoos:

- Marianna Kistler Beach Museum – https://beach.k-state.edu/
- Riley Country Historical Museum- https://www.rileycountyks.gov/328/Historical-Museum
- Flint Hills Discovery Center - https://www.flinthillsdiscovery.org/
- Sunset Zoo - https://www.sunsetzoo.com/
- KSU Insect Zoo - https://www.k-state.edu/butterfly/

Sport and Exercise:

- August 7: Brew 2 Shoe – 4K or 8K ($30-35) running event; https://www.brew2shoe.com/
- City Park Pool – 1-6 pm - $6, 6-8 pm - $3**:** https://www.mhkprd.com/260/City-Park-Pool
- KSU Rec Center - https://recservices.k-state.edu/ - free admission with K-State ID card

Movies, Music and Dance:

- Movie theater: AMC Dine-In in the Mall: Movies are on Tuesday: https://www.fandango.com/amc-dine-in-manhattan-13-aayap/theater-page
- Friday evenings 8:00 pm - Arts in the Park Concert Series: https://mhkprd.com/202/Arts-in-the-Park

Live Music in Restaurants and Pubs: Tallgrass Taphouse – Music on the Rooftop –: https://www.facebook.com/pg/tallgrasstaphouse/events/?ref=page_internal

Theater Performances: Manhattan Art Center - https://www.manhattanarts.org/461/

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KANSAS STATE UNIVERSITY | English Language Program

English for Graduate Studies Program at Kansas State University

July 25 – August 10, 2022

Class Schedule

	Group A	Group B
9:00 -11:30 a.m.	**Advanced Integrated Skills** Leadership 113 Greta Climenhaga and Viktoria Gramp	**Advanced Integrated Skills** Leadership 127 Greta Climenhaga and Viktoria Gramp
11:30 a.m. – 1:15 p.m.	Lunch	
1:15 – 2:15 p.m.	**Skills for Academic Success** Fairchild 203A Leena Chakrabarti	
2:30 – 3:30 p.m.	**Workshops and Presentations** Fairchild 203A	
3:30 – 4:30 p.m.	**Workshops or Free Lab Time** Fairchild 203A	

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Advanced Integrated Skills for Graduate Students Course Policy

Summer 2022

Instructor: Greta Climenhaga	Instructor: Viktoria Gramp
E-mail: gretac@ksu.edu	E-mail: elguina@ksu.edu
Office: Fairchild 307	
Main Office Phone: 785-532-7324	Class Time: 9:00 a.m. – 11:30 p.m.
Class Location: Leadership Studies 113 (group A); Leadership Studies 127 (group B)	
Office Hours: by appointment	

This course will provide participants with the support needed to be successful in academic communication at the graduate level. They will improve their English grammar skills and learn punctuation rules and conventions. They will practice paraphrasing techniques, summarizing, and following appropriate conventions for citation. They will refine their composition skills and practice proofreading and editing their writing with the aim of becoming more independent writers. Participants will expand their academic vocabulary and improve their fluency in written and spoken English. They will enhance their note-taking strategies and polish their oral communication skills by participating in small group discussions, engaging in group work, and practicing academic presentations.

REQUIRED MATERIALS:

Book Title	ISBN	Publisher
Grammar Choices for Graduate and Professional Writers, 2nd ed., by Nigel A. Caplan, 2019	9780472037315	The University of Michigan Press
Giving Academic Presentations, 2nd ed., Reinhart, 2013	9780472035090	The University of Michigan Press

DICTIONARY POLICY:

For your vocabulary development, you can use the following free online resources (optional):

- Longman Dictionary of Contemporary English (https://www.ldoceonline.com/)
- Merriam-Webster Dictionary (https://www.merriam-webster.com/)

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Student Learning Outcomes: *A student who successfully completes this course will be able to:*	Assessment
Use various (including advanced) grammar structures appropriate for graduate students (e.g., subject-verb agreement, inversion, hedging and boosting, parallel structure, dangling modifiers)	homework, journals, quizzes, speeches
Use a variety of clauses (noun, adjective, adverb, reduced) and sentence structures (simple, compound, complex, compound-complex) to add clarity to written and oral communication	homework, journals, quizzes, speeches
Improve fluency in spoken and written English	homework, journals, quizzes, speeches
Improve note-taking skills while interviewing others	Introduction speech
Use appropriate vocabulary in different styles and registers (academic vs. everyday) in written and oral forms	homework, speeches, poster presentation
Enhance presentation skills by giving individual and group presentations	
Show coherence and unity through organization, development, and word choice	homework, journals, quizzes, speeches
Use transition strategies and transitional devices to link ideas in oral and written language	
Evaluate and revise own writing and oral presentation for register, academic vocabulary, wordiness, word forms, and unity	homework, in-class exercises, and speeches
Identify and edit mechanical and structural errors in writing including comma-spliced sentences, run-ons, and fragments	
Enhance oral communication skills (use proper pauses, intonation, and stress in oral language)	
Incorporate appropriate non-verbal communication in everyday interactions and academic presentations	
Summarize, paraphrase, and synthesize information orally and in writing	Journals, summaries, and presentations
Recognize and use appropriate citation methods to eliminate plagiarism	
Express individual opinions	Journals and group discussions
Enhance reading and listening comprehension and respond to academic articles and other sources	Homework and discussions

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How to be successful in this class:

1. Participate actively during class sessions and complete all assigned work. Be sure you have all the required materials for the class.
2. Do your class work completely and do it well. Do your own work. You learn only if you practice by doing the work yourself.
3. Check your K-State Email account regularly. Important information will be communicated through K-State Email.
4. You must follow and respect the University policy on Academic Honesty: **"On my honor as a student I have neither given nor received unauthorized aid on this academic work."**
    a. This means that you do not copy another student's work, and you do not allow another student to copy your work.
    b. It also means that you do not copy from other sources on tests and homework assignments.

Participation and Attendance:

1. You are expected to attend class meetings as scheduled. Each scheduled class meeting is worth 1 participation point.
2. You are responsible for all missed learning and assignments.
3. When you miss class for any reason, let us know before class or as soon as possible after class.
4. To participate means you come to class, answer questions, do group work, and join discussions.

Expectations for Communicating Online (Netiquette):

- You are not allowed to video record, photograph, or audio record your ELP classes without prior permission from the instructors and written permission of classmates.
- Class discussions are confidential. Do not share or forward others' email without permission.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered shouting.
- Use a clear subject line in every email or message.
- Be kind to other students and respect their ideas and opinions. We are all learning together!

How to Get Help:

- Email me or join me for office hours to ask questions any time!
- If you have technical questions, you can call IT services at 785-532-7722 or email helpdesk@ksu.edu.

GRADE DISTRIBUTION:

This is a graded course. A letter grade of A, B, C, D, or F will appear on your transcripts (official academic records) from K-State and other official documents.

The final grade is determined as follows (check your progress with the online gradebook):

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GRADING POLICY:

Grades		Grading Scale
		Passing Grades:
Online Journals (Discussions Board)	15%	*100 % to 89.5% = A*
		< 89.5% to 79.5% = B
Homework	25%	*< 79.5% to 69.5% = C*
Quizzes & In-class Assignments	30%	*Failing Grades:*
		69.5% to 59.5% = D
Final Speech Presentation	30%	*Below 59.5% = F*

STUDENT CONCERNS ABOUT GRADES:
If you have questions about a grade, talk to the instructors within 2 days of the grade being posted in the online gradebook. Participants are expected to talk first with an instructor about any class situation. You may speak with an ELP (English Language Program) advisor if you have more questions. Keep all of your graded work until the end of the semester. Check your progress in the K-State Online Canvas grade book regularly.

For the Final Speech Presentation (30% of the course grade), you will work in groups of 3 or 4 to present on an academic topic of your group's choice. Each of you will present an equal amount of the time during the presentation (total time: 15 minutes). The presentation will be given on the last day of this 3-week course.

REQUIRED COURSEWORK:

- Graded Homework: Some assignments will be submitted on paper and some online. Paper assignments are due at the beginning of class on the due date. Online assignments are due at 11:59 p.m. on the due date. Late assignments will be accepted up to 24 hours after they are due, but you will lose half (1/2) of the points. If you are sick, homework will be accepted up to 24 hours after you return to class.
- Quizzes - If you miss an in-person quiz, you will get a score of 0. There is no make-up.

Academic Honesty:
Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities:
Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses,

contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for K-State Polytechnic campus, contact Julie Rowe, Diversity, Inclusion and Access Coordinator, at jarowe@ksu.edu or call 785-826-2971.

Expectations for Classroom Conduct:
All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces:
At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community https://www.k-state.edu/about/values/community/.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported here https://www.k-state.edu/sga/judicial/student-code-of-conduct.html. If you experience bias or discrimination, it can be reported here https://www.k-state.edu/report/discrimination/.

Wearing of Face Coverings:
All students are expected to comply with K-State's face mask policy. As of August 2, 2021, everyone must wear face masks over their mouths and noses in all indoor spaces on university property, including while attending in-person classes. This policy is subject to change at the university's discretion. For additional information and the latest on K-State's face covering policy, see https://www.k-state.edu/covid-19/guidance/health/face-covering.html.

Copyright:
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Fulbright Advanced Integrated Skills: (Academic Presentations) Course Outline

July 25-August 10, 2022

Greta Climenhaga

This schedule is subject to change. Students will be notified in advance of any and all changes.

DATE	TOPIC	HOMEWORK	ASSESSMENT
Monday, July 25	Welcome to Class Course Policies	Skim/Look over Unit 1 in Giving Academic Presentations (GAP)	
Tuesday, July 26	PowerPoint: Formal Introduction Speeches Writing Interview Questions pg. 10/Interviewing each other **Assign Groups for Final Presentation**	Read Unit 1 GAP	Group Work
Wednesday, July 27	**Present Introduction Speeches** *(Tech Workshop in afternoon on PowerPoint)*	Read Unit 2 GAP	**Introduction Speech**
Thursday, July 28	Describing an Object: *Making Visuals* *Making Contact with Audience* *Pronunciation Stress*	Exercises from Unit 2	Group Work Online Homework

Friday, July 29	Explaining a Process: *Evaluating Visuals* *Rhetorical Questions* *Rankine Cycle Example* *Making Cleft Sentences* *Pronunciation: Intonation*	**Weekend Homework:** Read GAP Unit 4 Exercises from Unit 3	Group Work Online Homework
Monday, August 1	**NO CLASS**	**NO CLASS**	**NO CLASS**
Tuesday, August 2	Defining a Concept *Developing or Extending a Definition* *Organizational Patterns* *Opening Introduction* *Formal Definitions* *Defining Additional Terms* *Substitutions* *Evaluating Conclusions* *Pronunciation: Intonation and Noun Phrases*	Exercises from Unit 4 Prepare Concept Speech	Group Work Online Homework
Wednesday, Aug. 3	Individual Presentations: Concept Speech Pronunciation Work	Read GAP Unit 5	**Concept Speech**
Thursday, Aug. 4	Problem/Solution Organization *Explaining Graphs*	Exercises Unit 5	Group Work Online Homework
Friday, Aug. 5	Problem/Solution Organization *Providing Evidence* *Hedging Strategies* *Qualifying Claims* *Providing an Overview* *Pronunciation: Unstressed Words and Syllables*	Weekend Homework: Read GAP Unit 6	Group Work Online Homework
Monday, Aug. 8	Putting It All Together *Presenting Research* Final Presentation Work	Work on Final Presentations	Group Work Online Homework
Tuesday, Aug. 9	Final Presentation Work	Work on Final Presentations	Group Work Online Homework
Wednesday, Aug. 10	**Final Presentations**		**Final Speech Presentation**

Fulbright Advanced Integrated Skills: Academic Writing (Viktoria Gramp) - Summer 2022
Textbook: Grammar Choices for Graduate & Professional Writers by Nigel A., 2nd ed. Caplan (later referred to as GC)

The schedule is subject to change. Students will be notified.

DATE	TOPIC	HOMEWORK / ASSESSMENT
Monday, July 25	o Welcome & Overview (both instructors; both groups) • Icebreakers & Intros • Course policies & outlines o Canvas – global and course navigation • K-State Libraries & databases (e.g., Academic Search Premier & ProQuest) • Google Scholar • Online English-English dictionaries	o **Graded:** Journal #1 (8 + 2 pts): Introduce yourself in a paragraph or two, share about your interests, hobbies, sports you like, etc. • Journal due Tue (11:59 p.m.) • Responses due Wed
Tuesday July 26	**GC** (**Unit 1** selective pages): o Clause (S + V) (table 1.1) o Word order in noun phrase (table 1.2) o Types of verbs (action, reporting, linking) (tables 1.4 & 1.5) o Linking verbs 1.7 + ex. 15 on p. 21 o Refer to evaluative language as time permits (only p. 153) o Error correction & sentence rewriting o Three levels of meaning	o **Graded:** Journal #1 responses due Wed o Reread parts of Unit 1 as needed
Wednesday, July 27	**GC** (**Unit 2** selective pages): o Punctuation (slides) o Independent (finite) and dependent (finite & non-finite) clauses o Simple, compound, & complex sentences o FANBOYS & subordinating conjunctions (because, if, after), & conjunctive adverbs *Copy of pp. 31-32 from "Beyond the Sentence" textbook o Non-restrictive relative clauses & -ing clauses	o Reread parts of Unit 2 as needed o Review slides on punctuation o **Read** 2.6 Logic & Clause Combination (40-44) o **Complete** ex. 10 on pp. 42-43 in pencil in the book. Be ready to discuss. o **Graded:** punctuation worksheet
Thursday, July 28	**GC** (**Unit 2** selective pages cont-d): o Punctuation review/summary o Editing (textbook ex-s and examples from st-t journals) o Fragments, run-ons, & comma-spliced sentences o Combining clauses o Ex. 12 – in class as time permits o Parallel structure pp. 49-51	o Complete ex. 12 on pp. 46-47 in pencil in the book (if not done in class) o **Graded:** Define an invention in your field (ex. 11 on p. 44; rubric) o **Online quiz:** punctuation & sentence structure (20 pts)

Friday July 29	**GC** (**Unit 3):** o Adjective clauses (briefly) o Ex. 2 – p. 57 – writing definitions o Sentence definition & completion o Noun clauses (3.3 & 3.4) & paraphrase (including ex. 6 on p. 64 & ex. 10 on p. 170) – as time permits and/or for self-study	o Reread the discussed parts of Unit 3 as needed o **Read** pp. 65-66 o **Complete** ex. 8 on p. 67 in pencil in the textbook. Be ready to discuss. o **Graded:** Journal #2 (8 + 2 pts) – topics TBD: • Journal #2 due Tue (11:59 p.m.) • Responses due Wed
Monday, August 1	No class - **Fulbright presentation by IIE advisor**	No class **Fulbright presentation by IIE advisor**
Tuesday, August 2	o Editing exercises (textbook + students' journals) o Summarizing & paraphrasing • Paraphrasing techniques • Formulaic language (Eli Hinkel) • **Unit 7**: Skeletal sentences (7.5 – pp. 171-172) • Paraphrase vs. summary vs. synthesis • Short summary writing (pair/group work)	o **Graded:** Journal #2 responses due Wed o **Read the article** "Plain English A study of Plain English Vocabulary and International Audiences" by Emily A. Thrush. Be ready to discuss. (due Wed) o **Read the articles** "How to Read an Academic Article" & "Reading a Paper" (more details to come) (due Thursday)
Wednesday, August 3	o GC (**Unit 5**; pp. 127-129) o Nominalization for coherence & unity (ex. 14 & 15) o The History of English (short PPT) o Germanic vs. Latinate vocabulary + worksheet o Synonyms of English phrasal verbs (handout) o Genre comparison (handout) – for self-study if no time	o **Online quiz** on Germanic vs Latinate vocabulary o **Graded:** Paraphrase a paragraph or two from one of the three articles (see above)
Thursday, August 4	o GC (**Unit 8**: 8.1 & 8.3) • Information flow (unity & coherence) • Controlling the theme • S-ce writing (ex. 3, etc.) o **How to Read an Academic Article** & **Reading a Paper** - discussion	o **Reread** 8.1 & 8.3 as needed o **Read** 8.4 Paragraph Patterns on pp. 184-191. Be ready to discuss in class.
Friday, August 5	o GC (**Unit 8**; pp. 184-191) • Paragraph patterns • Language analysis (ex. 5 on pp. 188-189) & Grammar in Your Discipline on p. 191 – finding examples of patterns in articles • Common mistakes native speakers of English make (handout) – as time permits	o **Read** pp. 133-138 (Unit 6) o **Complete** the tasks on pp. 133-136 in pencil in the book.
Monday, August 8	**GC** (**Unit 6**; pp. 133-138 + 139-144; 153-156) o Hedging, boosting, positioning • Modals (ex. 1, 2 on pp 138-139) • Would (ex. 4 on p. 141) • Adverbs (ex. 5 on p. 144)	o Reread the discussed parts of Unit 6 as needed o **Read** 6.6 Evaluative language on pp. 153-155 & **complete** ex. 12 in pencil in the book to be ready to discuss in class. o **Read** 6.4 Conditionals & 6.5 Comparatives (optional/self-study)

	o Evaluative language (p. 153 – reporting verbs – review + ex. 12; action verbs + descriptive adj-s + linking verbs – pp. 154-15 – connotations o Ex. 12 & 13 (pp. 155-156) **GC** (**Unit 7)** – start as time permits	
Tuesday, August 9	**GC** (**Unit 7**; pp. 158-174) o Selective activities o Collocations and Corpus Searching (using dictionaries, COCA, MICUSP, & Google) o Work on Final Presentations	o Work on Final Presentations
Wednesday, August 10	***Groups work on their Final Speech Presentations***	**Final Speech Presentations**

This activity is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs as part of its Fulbright Program, the U.S. government's flagship international exchange program supported by the people of the United States and partner countries around the world. For more information, visit fulbright.state.gov.

This activity is administered by the Institute of International Education (IIE).

Fulbright Skills for Academic Success Seminar
Course Policy: Summer 2022

Instructor: Dr. Leena Chakrabarti **Office Phone: 785-532-7324** **Office: Fairchild 205**
E-Mail: leena@ksu.edu **Office Hours: By appointment**

Description: Skills for Academic Success meets every day for twelve sessions and is designed to support students as they prepare to begin graduate work at U.S. universities. The course serves as an introduction to the U.S. higher education system and to U.S. academic culture. Some class sessions feature guest lecturers. Topics covered in the course include: Structure of the U.S. Higher Education System, U.S. Academic Culture, Adjustment to U.S. Academic Culture, Understanding GPA and Other Academic Status Issues, Academic Integrity and Plagiarism, and Appropriate Interpersonal Relationships in U.S. Academic Settings.

Course Goal: provide orientation and preparation for graduate level study in U.S. universities.

Grading Policy: Fulbright Skills for Academic Success Seminar is a Credit/No Credit course and will appear on students' undergraduate transcripts from K-State. To get a grade of Credit, your total score must be 70% or above for the course. Your score will come from the following area.

Participation, Punctuality, Preparedness: 100%

Seminar Objectives	How Students Can Demonstrate Accomplishment of Objectives
• Students will learn about different types of higher educational institutions and structures within an institution. • Students will study degrees and course systems (numbering, mandatory, electives, and GPA). • Students will review how to navigate the university library system, including databases, and how to find scholarly and peer reviewed resources. • Students will learn about the importance of academic integrity and avoiding plagiarism. • Students will be introduced students to U.S. academic vocabulary specific to graduate level and program study. • Students will become familiar with different types of classroom management and the seminar method of instruction. • Students will research specific degree requirements for the institution they will be attending and for the degree they will be pursuing. • Students will practice how to communicate effectively with university professors and peers verbally and in writing. • Students will learn about the basics of interpersonal relationships in U.S. academic settings, including group dynamics and cooperative learning. • Students will learn about and practice how to effectively manage and organize time.	Be on time; be prepared, and actively participate in activities and discussions Attend all sessions and related workshops Complete any unfinished in-class tasks and submit to instructor for follow-up feedback Complete optional homework and submit to instructor for feedback

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Participation, Punctuality, Preparedness: Active participation in class discussions and activities is a very important component of U.S. Higher Education and is required for this seminar. Students can earn up to 2 points for participation each day if they are on time, prepared, and participate. Coming on time is very important. Students will receive 1 point if they are late (not more than 5 minutes) but prepared for the session and actively participate OR on time and participate but are not prepared OR on time and prepared, but do not participate. Students will receive 0 points if they are absent for any reason, arrive more than five minutes late, sleep, are not prepared, work on homework for another class, use laptops, smartphones, or any other electronic devices without teacher consent.

Electronic Devices Policy:
Cell phones, iPods, laptop computers, or other electronic devices **MUST BE SILENCED** during class. Students should keep them in their backpacks or bags, out of view. Students may lose participation points for cell phone use. Instructors may require students to put cell phones in a box or hold the phones until the end of the session as a response to distractions.

Academic Honesty:
Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities:
Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for K-State Polytechnic campus, contact Academic and Student Services at polytechnicadvising@ksu.edu or call 785-826-2974.

Expectations for Classroom Conduct:
All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement for Copyright Notification: Copyright © 2022 Leena Chakrabarti as to this syllabus and all lectures and worksheets. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

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2022 Fulbright SFAS Calendar Class Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**July 25**	**26**	**27**	**28**	**29**
	Course Policy, Basics of Instruction, U.S. Institutions of Higher Education	Talking with Future Friends - Practice such talk - By Tim Peverill	Review Library research in formation References in Word The Secret of Keeping Your GPA Healthy By April Darnell	Lecture and small group discussion on Personal Action Plan and Goals, Reporting back on similarities and uniqueness Starting on an action plan	Study Skills, US Classroom Culture Teacher and Student Expectations, Critical thinking
Week 2	**August 1**	**2**	**3**	**4**	**5**
	Collect Personal Action Plan, pronunciation and vocabulary Compensation Strategies, Stereotypes	Methods of Instruction, Seminar method of instruction, expectations in online classes	Motivation For the Long Run By Tim Peverill	Communication, Email Communication, first email to adviser or graduate Program director, practicing pronunciation of technical terms in your field	Time Management
Week 3	**8**	**9**	**10**	**11**	**12**
	Success and Growth Mindset By April Darnell	Wrap-Up, Review of Main topics covered, Questions left unanswered	Oral Presentations		

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Student Conduct Expectations

Dr. Leena Chakrabarti
Associate Director of Student Services
English Language Program

1

Student Codes of Conduct

Every university has a student code of conduct similar to K-State.

I will go over **ours** as an example.

2

Student Code of Conduct

1. Do not provide any false information or documentation
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University-sponsored activities.

3

Student Code of Conduct

3. Stealing or destroying university property is punishable
4. Any illegal or unauthorized taking, selling, or distribution of class notes is punishable
5. Recording or videotaping of faculty or students without direct permission is punishable
6. Failure to comply with directions of University faculty, staff, or law enforcement officers is punishable

4

Student Code of Conduct

7. Possession or use of alcohol and drugs on campus is punishable
8. Violation of the University's weapons policy is punishable
9. Negative treatment of any other student, hazing, telephone or internet hazing, sexual harassment are all punishable

5

Pictorial Illustration of Sexual Consent

- https://www.youtube.com/watch?v=cT4gym83QJc

6

K-State Principles of Community

Kansas State University is a land-grant, public research university committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

- ***We*** affirm the inherent dignity and value of every person
- ***We*** affirm the value of human diversity and inclusion for community. We stand united against all forms of discrimination.

7

K-State Principles of Community

- ***We*** affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency.
- ***We*** affirm the value of honesty and integrity.
- ***We*** acknowledge that we are a part of multiple communities.
- ***We*** recognize our individual obligations to the university community and to the principles that sustain it.

http://www.k-state.edu/about/community/

-

8

Discrimination and Harassment

- Kansas State University will maintain academic, housing, and work environments that are free of discrimination, harassment (including sexual harassment and sexual violence), and retaliation.
- The Office of Institutional Equity (OIE) responds to reports and complaints or concerns about discrimination or harassment on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, genetic information and military or veteran status. OIE also responds to complaints of retaliation, sexual violence, dating and domestic violence, and stalking.

http://www.k-state.edu/report/discrimination/

9

Characteristics of a good student (discussion)

- In the classroom
- In group discussions and projects
- During office hours
- During tests and quizzes
- Homework
- Use of technology

10

Questions?

11

Talking With Future Friends

Otherwise known as strangers

1

Why do this?

Health

Happiness **H**umanity

Image retrieved from http://esi.edu/living-american-culture-survive-first-weeks-study-english-california/

2

Where do I do this?

- Library
- Museums
- Parks
- Community Classes
- Clubs (sports, art, etc)
- Rec Center
- Community Garden
- Lectures
- Waiting rooms
- Game rooms
- Service Organizations
- Mall in the morning
- Breakfast
- Retirement Homes
- Book Shops
- Garage Sales
- Bus
- Campus (e.g. Union)
- Coffee Shops
- Church

Pretty much everywhere

3

4

Prepare

Be ready
- With eye contact and smiles
- With opening questions
- With follow-up questions
- With courage
- With perseverance
- With practice

5

Tips

- Sit right in the middle
- Show you are new (Wow! I never expected …)
- Go early
- Babies & Dogs (Borrow one if you have to)
- Stupid questions are good. (Is it true that K-State has a good football team? When does this start?)
- People love giving advice & knowledge
- Don't be so serious! Smile a lot.
- Forget your dignity
- Get off your phone in public
- Practice eye contact, smiles, greetings (goal 10x a day)

6

How do I do this?

1) What do you *observe* ? Make an opening comment based on the where you are or what you see.

- " I love those earrings? They look good on you."
- Hey man, nice bike. Where'd you get it?
- Is it always so crowded here?
- Is this normal weather for this time of year?
- This looks like a good place to …
- I didn't know it would be so (hot, quiet, busy) here.
- I wish I had thought of … (bringing an umbrella, wearing my walking shoes,
- Wow! I never would have thought that …
- I see you have an Android phone.

7

How do I do this?

2) Reveal a personal tidbit to connect.

- " I love those earrings? They look good on you."

I wish I had your sense of style.

- Hey man, nice bike. Where'd you get it?

I haven't owned a bike in years.

- Is it always so crowded here?

This is my first time eating here.

- Is this normal weather for this time of year?

I'm not from here so I didn't know what to expect.

Practice time: add a personal tidbit.

8

How do I do this?

3) Ask an open-ended question.

- " I love those earrings? They look good on you."

I wish I had your sense of style. How do you choose what to wear every day?

- Hey man, nice bike. Where'd you get it?

I haven't owned a bike in years. What features did you look for when you bought it?

- Is it always so crowded here?

This is my first time eating here. What other places are popular here in town?

- I see you have an Android phone.

I've been thinking of switching. What to you like about the Android OS?

Practice Time: Add an open-ended question

9

How do I do this?

- I love those earrings? They look good on you.
- Hey man, nice bike. Where'd you get it?
- Is it always so crowded here?
- Is this normal weather for this time of year?
- This looks like a good place to …
- I didn't know it would be so (hot, quiet, busy) here.
- I wish I had thought of … (bringing an umbrella, wearing my walking shoes,
- Wow! I never would have thought that …
- I see you have an Android phone.

Practice Time: Add an open-ended question

10

How do I do this?

4) Introduce yourself.
Hi, I'm _____. What's your name?

5) Repeat the name.
Laurie? Did I say that right? I don't want to forget that.

6) After talking a bit, if it seems right, indirectly seek a connection.
I've enjoyed talking with you.
(See how they react.)
Hey, if you ever want to get together, send me a message. I need to practice my English.
(Write down your number. Be prepared for this)

Practice Time: Add an open-ended question

11

12

Prepare

Discuss:

- **What kinds of preparations do YOU need to make?**
- **What is the most important thing for making these connections?**
- **What might be uncomfortable for you when you meet strangers?**

13

Graphic from BelievePHQ On Twitter

14

Using Library Resources

Carol Sevin, Academic Services Librarian
K-State Libraries

bit.ly/fulbright_resources

1

Google

Site:

Filetype:

- exclude words

OR between two terms results on either topic or both

AROUND(x) between two terms searches those terms within x words of each other

2

2

Open Access

Unpaywall.org - Research User Guide

Openaccessbutton.org - How it Works

Google search terms:

- "Open access"
- LibGuide
- Terms relevant to your research

bit.ly/fulbright_resources 3

3

Google Scholar

Improve access

- Add-on
- Add Library link for off-campus "Get It @KSU"

Features

- Cited by
- Create alert

4

4

Library Databases

5

5

1. Use a Google search to find your library's database directory
2. Explore the list by subject or tags
3. Bookmark the database list and your favorite databases

6

Problems accessing library resources?

Ask yourself these troubleshooting questions:

- Are you logged into your campus account?
- Have you tried using a different browser (Firefox, Chrome, Safari)?
- Is your link proxied? Do you see er.k-state.edu in the url?

OR Ask A Librarian!

bit.ly/fulbright_resources

7

7

Common Features of Databases

8

8

Search features

search by fields (sometimes only available in advanced search)

tip: use a different row for each concept

phrase searching - often " "

Truncation - often *

Wildcard - often ?

advanced search, Help/how to

tip: most database provide support pages and some have videos

9

9

Results features

sort by date/relevance

filter by resource type, subject, date, etc.

tip: the subject filter is a great place to find keywords!

save/export

research alerts

Get It @KSU

tip: if we don't have it, use interlibrary loan

10

10

User Accounts

Usually you **do not** need an account with the database to use it

Reasons to create an account for a specific database

- Save searches
- Save results
- Create alerts
- Additional features (ex. O'Reilly)

Too many accounts? Use a password manager

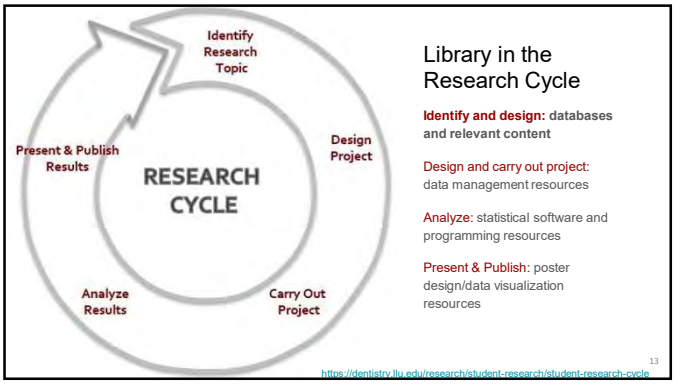
11

11

Research skills

12

12



Library in the Research Cycle

Identify and design: databases and relevant content

Design and carry out project: data management resources

Analyze: statistical software and programming resources

Present & Publish: poster design/data visualization resources

13

https://dentistry.llu.edu/research/student-research/student-research-cycle

13

New Literacies Alliance

- FREE lessons for developing research skills
- Designed for undergraduate audience
- Only 10-15 minutes each

1. Look over this list. Anything you need to learn or refresh?

   https://newliteraciesalliance.org/using-lessons/popular-sequences/

1. Copy or bookmark the links for lessons you want to take
   https://newliteraciesalliance.org/available-lessons/

14

14

15

Intentional research practice

- Focus your work and energy
- Be more thorough
- Save time

Examples:

- Know when to meet with a librarian or other expert
- Establish a workflow so you won't miss/won't lose/won't forget

16

16

More on research skills and how to get them

Meet your librarian: https://www.lib.k-state.edu/library-contacts

Researcher Development Framework

Teach Yourself How to Learn

Mentoring resources

Research Process Worksheet

Related search terms: libguide (use with Google only), metacognition, self-regulation, professional identity development

17

17

Innovation/makerspaces

18

18

Thank you!

Questions?

19

19

The Secret of Keeping Your GPA Healthy

Presented by April Darnell, English Language Program

Fulbright English for Graduate Studies Pre-Academic Program, Kansas State University

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1

- *This lecture includes content developed by Mr. Tom Rice when he was an ELP instructor. Thank you, Mr. Rice!*

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2

In U.S. colleges and universities, grade point average is very important.

Grade **P**oint **A**verage = **GPA**

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3

If your undergraduate GPA is high, you can graduate from a university.

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4

If your undergraduate grade point average is too low, you may not be able to receive a degree in your chosen major.

You may also be dismissed from the university if your GPA drops below a minimum level.

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5

Your GPA doesn't necessarily indicate how intelligent you are…

- but it is a long-term indicator of how well you perform your job as a student.
- Grades reflect your **motivation** and your ability to do consistently good or bad work, so most graduate school programs want to know what your undergraduate GPA is.

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6

If you want to go to graduate school…

- Generally, most master's programs require minimum GPAs of 3.0 or 3.3, and most doctoral programs require minimum GPAs of 3.3 or 3.5.
- Usually, this minimum is necessary, but not sufficient, for admission.
- That is, your GPA can keep the door from shutting in your face, but many other factors are considered in the decision about whether or not to admit you to graduate school.
- Your GPA alone usually won't guarantee admission, no matter how good it is.

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7

So, in the United States, if your undergraduate grade point average is mediocre but not high enough, then you may not get to do things you want, such as going to graduate school to get a master's degree or a Ph.D.

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8

If you are reading this slide, you have already met the criteria for admission into a graduate program.

This Photo by Unknown Author is licensed under CC BY-NC

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9

Was GPA taken into consideration for application to the Fulbright program?

- Yes, but…
- "The requirement of GRE scores, publications, research proposal, study objectives and sound letter of references (LOR) decrease the emphasis on GPA's. Therefore, a good GPA only supplements these several other factors that can play a deciding role in winning you the Fulbright Scholarship."

From http://www.brightlinkprep.com/gpa-matter-fulbright-scholarship/ FAQs about applying for a Fulbright scholarship.

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10

Can you lose your Fulbright Award if your graduate GPA is too low?

- If you fail to "observe satisfactory academic standards," your grant can be terminated.
  From https://fulbrightscholars.org/system/files/private-documents/visiting-terms-and-conditions-grantax-2019.pdf
- This will be defined by your individual academic program.
- The actual GPA required to remain in good standing in most graduate programs is 3.0, but this may vary according to your particular program.

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11

Most colleges and universities in the United States have a 4-point grade system.

- A final grade of **A** is worth 4 points for each hour of credit.
- A **B** is worth 3 points.
- A **C** is worth 2 points.
- A **D** is worth 1 point.
- An **F** is worth 0 points.

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12

Calculating term or semester GPA

- Multiply the point value of the grade by the number of credits for the class.
- For example, if you got an A in a 6 credit-hour class, that would be 24 points.
- Add the total number of points you earn for the semester and divide by the total number of credits you were enrolled in. This is your term GPA.

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13

Class name	Number of hours in class and number of credit hours	Number of total points
History	3 hours of A (4 points)	3x4= 12
Psychology	3 hours of B (3 points)	3x3=9
Physics	4 hours of A (4 points)	4x4=16
Biology	4 hours of A (4 points	4x4=16
Art	2 hours of C (2 points)	2x2=4
Credit Hours	16	
Total number of points		57
Term GPA	3.56	

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What about cumulative GPA?

- *Cumulative* is an adjective used to describe how something is increasing or growing by bits over time, such as when we talk about snow *accumulation*
- Cumulative GPA is calculated by adding the term GPA values together and dividing by the number of terms.
- Enrollment in more semesters = the higher number you must divide by = it becomes more difficult to raise your GPA later in your program

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15

What else do you need to know about GPA?

- What happens if your semester or cumulative GPA are too low for your university's standards?

- Your options may include
  - transferring to another university
  - taking some easier classes to try to raise your GPA enough to buy yourself some time
  - changing your major to something with lower grade requirements

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What if you can't get credit for a low course grade in your major?

- Some graduate programs will not give you credit for a class in which you earn a final course grade of C or below.
- In this case, you might have to retake the class to try to bring up your grade.
- Usually, when you retake a class, the higher grade replaces the lower grade, and your GPA is recalculated.
- There might be a limit on the number of retakes.

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What is your major?

- Some majors or colleges within the university require a higher GPA than others.
- If your GPA is not high enough for your chosen major or degree plan, you might consider changing plans

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18

How can you "repair" your GPA?

1. Avoid getting failing grades by **dropping** classes **<u>if possible</u>**. To maintain your visa status, you may not be able to drop a class unless you add another class first.
2. Take some easier classes to try to raise your GPA and repair the damage of a low grade.

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How will you ever understand all of these rules?

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20

Your graduate academic advisor will know the requirements and can give you the best advice about what to do.

- It is important to communicate and ask these questions **while there is still time to take action** to avoid negative outcomes!

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There may be other options your advisor knows about.

- Tutoring
- Asking for A/Pass/Fail grading
- Asking for an Incomplete

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22

What about your Fulbright scholarship requirements?

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23

Your questions?

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24

What should you do if you fall down in your academic race?

https://www.youtube.com/watch?v=RQ4GjqNT-l4

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25

Legal Issues for International Students

Sarah Barr, J.D.
Student Legal Services
Kansas State University

Kansas State University

Nation's first land-grant university

1

Driver's Licenses

- License from home county can usually work at least temporarily; each state has different requirements
- D/L must be in your possession if you are operating a vehicle
- Not necessary to carry passport but a good idea to carry a copy of passport and visa

2

Traffic Stops

- Don't try to flee
- Stay in your vehicle with hands in view
- Be prepared to produce driver's license, registration, and proof of insurance
- Officer will tell you what you did wrong

- Sign the ticket - - It is not an admission of guilt; just a promise to appear
- Never offer the officer money to not give you a ticket
- Don't consent to a search of your car
- Some charges will result in you being taken to jail: DUI, DWS, and others

3

4

What to do if you are in an accident

- Unattended vehicle/Unattended Property
  - Leave name, phone number, etc. on a note
  - Call the police
  - Do not leave
  - Take photos
- Another vehicle/driver
  - Call police
  - Exchange information
  - Take photos
  - Do not leave

5

Renting a car

- Present driver's license and passport
- Must have auto insurance - - don't rely on credit card insurance
- Usually must be 25 years old
  - 21-24 years of age will cost more
- Inspect for damages before you take possession

6

Buying a car

- Drive it before you buy it
- Buy locally
- Have a used car checked by a mechanic before you buy it
- Don't give any money until you see the title
- Must be able to pay for insurance and registration.

7

Buying a Car

- Most important document to get is the **title**
  - The title is proof that you own the car.

8

Registration

- Can't drive a car without license plates
- Can't get plates without registering car
- Can't register car without insurance
- Check the laws in your state for timelines or other requirements

9

Alcohol Issues

10

Are *YOU* 21?

11

Are the people you're drinking with 21?

12

How much have you had to drink?

13

Lose Visa for DUI Arrest

- US State Department policy:
  - Visas are being revoked (taken away) if noncitizen is **ARRESTED** for DUI
  - It is possible that you will **not** be allowed to return to the US and will have to reapply for a visa

MUST CONTACT AN IMMIGRATION ATTORNEY IF **ARRESTED** FOR DUI.

14

Immigration

- Some crimes can cause possible removal from the United States
  - **Domestic violence, stalking and child abuse**
  - **Violations of protective orders**

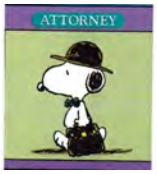
15

- Domestic battery: is causing physical contact with another person who is a family or household member (**this includes roommates**) in a rude insulting or angry manner.
- Stalking: intentional harassment of another person that puts that person in reasonable fear of their safety.
- Child abuse: harming a child

16

- If you are charged with any crime:
  - TALK TO A CRIMINAL ATTORNEY ***and***
  - TALK TO AN IMMIGRATION ATTORNEY

  It is likely they will be 2 different people.
- Consequences could be more severe for an international student than for a citizen.



17

Landlord – Tenant Information

18

Always look at the place before you rent!

This is what you thought you were renting….

19

but this is what you got.

20

Tips and Tricks

- Review your lease carefully; it's a legal contract and hard to get out of
- Get any promises in writing
- Every state offers some tenant's rights
- Amount charged for security deposit depends on the state
  - This amount will be returned to you at the end of your lease less the cost of any damages
- Take photos when you move in and when you move out

21

22

These are uncertain times

IMMIGRATION POLICY

U.S. immigration policy seems to change daily.
If you have questions or concerns, speak to an immigration attorney about your rights as a non-citizen.

23

RESOURCES

www.ftc.gov Helpful with consumer complaints for on-line purchases; Do Not Call registry, report scams

https://www.aclu.org/files/kyr/MKG17-KYR-PoliceImmigrationFBI-OnePager-English-v01.pdf Helpful information for dealing with police/immigration agents

https://www.aclu.org/know-your-rights/what-do-if-youre-stopped-police-immigration-agents-or-fbi Know your rights when dealing with the police or immigration

www.state.gov/s/cpr/rls/fco/ Foreign Embassy and Consular Offices in the US

www.ebassy.org/embassies/index.html Foreign Embassies in Washington, DC

www.generalbar.com/state.aspx Link to every bar association in United States. Individual bar associations can help you find a private attorney

www.uscis.gov US Citizenship and Immigration Services

www.Travel.state.gov Information regarding international travel

Check the directory of your school. Does it have a student legal services (or legal services for students) office?

24

QUESTIONS?

25

Appropriate Online Interactions

Virginia Brunner
Kansas State University English Language Program
2022

1

"Safety" and "Etiquette"

What do these mean to you?

2

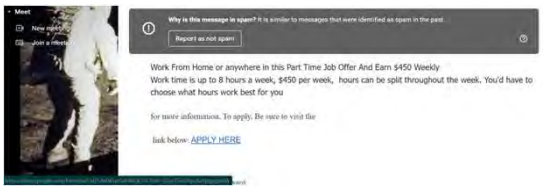
Common online safety terms

- Surfing / Browsing
- Phishing
- Malware
- Virus(es)
- App(s)
- Spam
- Risky
- Secure
- Antivirus (protection)
- Bullying/Harassment

3

Phishing

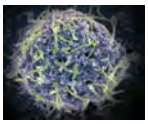
Sending emails or putting advertisements on websites that are supposedly from reputable companies to convince you to give them personal information (passwords, bank card numbers, etc.)



Phishing email by Virginia Brunner-Livingston. 2022.

4

Malware, Viruses, and files. Oh, my!



Malware- general term for computer code or programs that try to harm your computer
Ex.- viruses, spyware, adware, trojans, etc.

Virus- computer code or programs that attach to downloads and copy themselves repeatedly, running in your computer without your knowledge

Spyware- software that allows others to acquire your private information without your knowledge

"Ebola Virus From Mali Blood Sample" by NIAID is licensed under CC BY 2.0.

5

Trojan (a.k.a. Trojan horse)-

.zip- file type that compresses information, making it easier to send larger amounts of data

.exe- file type that contains a program which runs on a computer

These will appear as attachments in email or on websites that ask you to click a link.

Trojan Horse. https://commons.wikimedia.org/wiki/File:Trojan-Horse-Virus-Remover.png. Acc. 7/11/22.

6

Apps and Spam

Malicious Apps

CheckPoint Example Malware App and Malware App List
McAfee List of Known Apps with Android Malware

Spam

Office File	**Dear Beneficiary,** - Dear Beneficiary, How are you today? Hope all is well with you at	1 Jul
Metropolitan Esely	**Donation Redeem** - You have a donation of $3000,000.00 USD from Mrs Lisa Quam	1 Jul
Mr.Mikel Eric	**YOUR ABANDONED PACKAGE RECOVERD** - Interim Head of Inspection Luggage	30 Jun
msk@skielboe.dk	**I am sure that I will be lucky and find a beloved man!** - Inviting to U from your mail	30 Jun
Federal Reserve Bank	**ATTENTION NEEDED** - Federal Reserve Bank New York City United States (469) 31	27 Jun
Microsoft Office 365 Team	**你的 Office 365 Business Premium Trial 不久将被禁用** - 立即购买 以您的数据资料	27 Jun
Bust a cheater	**Track the owner of any phone** - Click here to be removed from future mailings. Dr, v	26 Jun

Spam messages by Virginia Brunner-Livingston. 2022.

7

So you have malware! Now what?

Take your computer to Central IT

Look for businesses around town

Search for How-Tos that can help you remove the malware yourself

PCWorld- How to remove malware from your PC
AVG- How to get rid of a virus

Red virus with pill. https://www.mariowiki.com/images/6/65/Pills_can_be_deadly.jpg. Acc. 7/11/22

8

How to prevent malware

- **Don't open emails from people you don't know or that have strange headings.**
- **Don't click on links from website advertisements.**
- **Check your privacy settings for your email, social media, etc.**
- **Install antivirus and/or an adblocker.**
- **Don't go to risky websites that have a red lock in the URL. Be sure the websites you visit have the green lock!**

"Not secure" and "Secure" by Virginia Brunner-Livingston. 2022.

9

Online Etiquette

1. Basic format of correspondence
2. Tone and word choice
3. Grammar, spelling, capitalization, etc.
4. Cyberbullying and Harassment

10

1a. Introduction

This is the most important part of your correspondence since it sets the tone of your request.

Dear Dr. ___,
Dear Professor ___,
Dear Mr./Ms. ____,

If you know the person has a PhD (doctorate)
If you're not sure whether the person has a PhD
For instructors or GTAs who do not have a PhD or if the person says it's okay to call them this.

Dear Dr. Chakrabarti,
(Leena)

Good morning Professor Climenhaga,
(Greta- Reading Chair)

Hello Ms. Brunner,
(Me!)

11

1b. Body

Remind the reader who you are and why you are writing to them. For many colleagues, they network with hundreds of people and might forget who you are!

We met at K-State in Manhattan where you were presenting on "Online Safety". I was interested in learning more about your work and what other research was available about this topic. Could we discuss this further either through email or voice chat?

12

1c. Conclusion

Thank you, **Best,** **Sincerely,** **Regards,**

Best,
Virginia

Virginia Brunner-Livingston
ITC/TC Coordinator, Instructor
English Language Program
Kansas State University
(785) 532-7324 (main office)

13

2. Tone and word choice

1) **This is a rudimentary house.** _____
2) **I don't want to work at a place that is too big or too small. I want to work at a mediocre business.** _____
3) **Lilit is very childish and pretty.** _____
4) **The old scholar had lots of knowledge about many different subjects and was considered widely pedantic.** _____
5) **When we visited our friends for a week, we stayed in their guest room. It was a tolerable experience.** _____

14

3. Grammar, spelling, capitalization, etc.

Double (even triple-check) grammar and spelling.

Capitalize the first word in a sentence, proper names, and acronyms. Don't capitalize random words or entire sentences. IT IS SEEN AS VERY RUDE.

If you say that you are including an attachment in the email, make sure that you actually attach the file before you send anything.

15

Cyberbullying and Harassment

Bullying- actions that intimidate others with the intent to scare them or force them to do something they don't want to do

- **False or harmful content**
- **Threats**
- **Sharing sensitive information about others without permission**

Harassment- negative actions towards a protected class (race, religion, sex, age, etc)

State and federal laws about bullying and harassment

Angry boy with bat. https://pixabay.com/en/boy-teen-schoolboy-angry-bit-2736647/. Acc. 7/11/22

16

Additional resources

Family Search - Malicious software terms

Tom's Guide - Best ad blockers and privacy extensions

Wired - The complete guide to Facebook privacy

Cyberbullying - Resources

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17

Renting in the United States

Finding an Apartment

Online Resources:

There are many websites you can use to find a property in your destination city. Some websites are dedicated to specific rental agencies, to college students, or to finding an apartment based on location.

Often you can find properties listed in multiple places online. For instance, you may find an apartment on Zillow. From there, you can see which company or individual is offering the apartment and you could google them. You can also google the address itself to find out more about the building it is in, the area surrounding it, or about the company offering the property. Investigate every website you can find that says anything about the property you are interested in.

Informal Resources:

There are many informal ways to find out about apartments in your destination city. For example, you can call or email your graduate advisor to ask for recommendations, or your major professor. Some universities also have Offices of Student Life or Student Resources, who you may call to ask for advice on housing options in the area. You could also find a religious institution nearby and ask them for advice on safe and welcoming neighborhoods. These are often a google search away and will sometimes provide you with assistance adjusting to the city as well.

Is it Right for You?

Who is Offering the Apartment?

In the United States, there are many different types of rental agencies. You could rent an apartment, house, or single room, from an Independent Landlord, a Real Estate Agency or a Rental Company. There are laws that protect you in all of these situations. Independent landlords are often a person or a family that have a few properties in town. These properties often vary in cleanliness, maintenance and

compliance with city and state laws, but the landlords are fully aware of these laws and are required to uphold them.

Renting from a realtor or a rental company can occasionally be less stressful. Realtors or rental companies have a large number of properties and are often inspected by the local government. Unfortunately, because they have so many properties, they can sometimes be less responsive or sympathetic to any issues you might face. They must follow rental laws in the city and state, however, and may need to be reminded of them.

Renting a Single Bedroom

You can find single bedrooms offered by independent landlords and rental companies. Occasionally, the single bedroom is in the home of your landlord.

When renting single bedrooms from individuals, you frequently will not get to choose your roommates. The independent landlord will accept the leases and you might not meet your roommates until you are living with them. Occasionally this may result in men and women living under the same roof. Often in these situations, the utility bills (which can include electric, gas, water, trash collection, and internet) are decided by you and your roommates, and the landlord is not involved.

When renting single bedrooms from rental companies, you are often given a “Roommate Compatibility” worksheet. This is intended to match different renters, who are all strangers, with people similar to them. For instance, having animals like dogs, cats, or reptiles, or being older or being in college will be used to try to match you with someone you will get along with. These forms are not perfect, however, and you may still end up with someone you do not get along with. In these apartments, often the utility bills are included in the rent, though you always want to be sure of this. It is rare for these apartments to place men and women together without asking for permission.

When renting a single bedroom, it is always good to consider what rooms are shared with others. For instance, it is normal to share the bathroom, kitchen and living room with your roommates. This means any food you have, any toiletries or furniture in these rooms could be shared with your roommates. Be sure this matches your lifestyle before signing a lease in one of these apartments.

Renting an Entire Apartment or House

Renting an apartment or house is often more expensive, but if you have a friend or can find someone else who needs housing through a religious institution or the graduate coordinator, they can be cheaper than single rooms.

When renting an entire property, it is important to consider how many utilities you are expected to pay for. You may also have other responsibilities, such as lawn care (trimming the grass) or small repairs (replacing lights, etc). As a reminder, utilities can include trash collection, internet, cable or satellite television, gas, water or electricity. It is especially important to see if properties ask you to pay for all utilities, and to research how expensive those utilities may be.

Is the Location Right for You?

Location is incredibly important when you are traveling abroad. It is important to check how far away your property will be from your University, the local grocery store, religious institutions, and any other places you may need to visit during your time here. You may also want to see if it is close to police stations, parks, libraries, cafes, bookstores, etc. Try to imagine a typical week in the property. Where would you need to go, and how much time do you have to travel to these locations?

In large cities, transportation is especially important to understand. Google Maps, the TransitApp, and online schedules can help. Be sure to consider if you are crossing any highways when planning to walk or ride a bicycle - it is illegal to bike or walk across a highway in the United States. It is also very unsafe. Highways are designated by the symbols with numbers in them shown in the example map on the right.

Larger cities are more dangerous to walk in at night. Additionally, consider the winters and summers of the state you are traveling to. The United States is very large and experiences a wide variety of weather.

Prepared by Becci Spruill and Wendy Matthews

For instance, in Maryland, the winter averages -2 Celsius, while Florida winters average between 5-18 Celsius, depending on where you are. You may not want to walk or bike when it is -20 Celsius, but you could ride the bus.

When checking public transportation, make sure you always check how often the bus or train stops near your property. If you miss the bus, you will not want to wait 40 minutes before the next one comes by. Most large cities have public transportation websites where you can download the schedules, stops, etc. Try googling your city name and “Public Transportation”, “Bus” or “Train”.

You may also consider riding with a roommate, classmate or coworker. This is less reliable, however, if your schedules are not similar every semester.

Know Your Rights!

Every state has a series of laws about renting properties, often called Tenant Laws. These can be divided into Federal, State and Local Tenant Laws. These are usually available on the internet and can be found with a Google Search. Be sure that you read through these before you sign your lease, and that your lease does not violate these laws. If it does and you have already signed it, you may be able to renegotiate the contract or point out what is not legal when/if you run into trouble with whoever is offering the property. Make sure you get a written agreement, sometimes called an Addendum, to adjust a lease that does not follow the Tenant Laws. You should always keep a copy of your lease, in either digital or paper format. You should also keep all utility bills, proof of payment of rent, and any other paperwork related to renting the apartment. In all states, these are binding contracts that both sides of the agreement must uphold. It is very important to have this with you if someone stops upholding their part of the agreement.

Safety Deposits

A safety deposit is money you put forward before renting the apartment. It is a type of collateral that acts as a monetary promise that you will pay rent and will not

damage the apartment. It is often based on some percentage of your monthly rent (i.e. - twice the first month's rent, half the first month's rent, etc.). You are supposed to get this money back when moving out, as long as the apartment remains in the same condition throughout the duration of your stay.

When you move in, it is a good idea to take photographs of any damage, dirt, rust or stains you see. You should send these photographs to your landlord or rental agency in an email, so that you have proof that you did not cause any of these problems during your stay. Similarly, if anything breaks during your stay, you should photograph it and contact your landlord or rental agency in written form as well as over the phone to request repairs. Keep track of these emails! If you do not do this, you could lose some or all of your safety deposit. Some rental agencies or landlords try their best to keep the safety deposit and may make claims that you ruined the carpet, did not report water damage, or failed to maintain the appliances, even if you did not. They will then charge you for it by keeping all or some of your safety deposit.

Contacting Your Landlord or Rental Agency

It is good to call the person or company you plan to rent from, but you may want to be sure you have a paper trail of what they told you. If you cannot find an email, call the landlord or rental agency and speak to them. Then ask for their email and send them what you understood from your phone conversation. This way you have a written record that both of you agree upon, just in case they forget or change their expectations during your stay.

A Few Things to Consider Before Signing the Lease

- How close am I to groceries, the University, etc.?
- Will my bedroom door lock if I am sharing a space with roommates that I don't know?
- Would I like to live with roommates or on my own?
- Will I have time to maintain the property?
- Do I need furniture there or would it be easier/more affordable to buy furniture when I move in?
- Are the windows drafty? If so, do I have to pay for Air Conditioning or Heat?
- Are there stains on the ceiling/walls? These could indicate water damage that you may have to pay for out of your safety deposit when you move.
- If it is not furnished, how close is the apartment to Walmart, Goodwill or the Salvation Army? Would you be able to pick up furniture from these places easily?
- What kind of heat or air conditioning does the apartment have?
- Is there a clothes washer or dryer in the property? If not, is there a laundromat nearby?
- Do you have to maintain the lawn?
- What utilities do you need to pay for? You will have to have these utilities put into your name through a separate company than whoever you rent from.
- What appliances are there? Is there an oven, microwave, dishwasher, refrigerator? Do not rely on pictures only.
- Is there wireless internet or do you need to get it?

Prepared by Becci Spruill and Wendy Matthews

Helpful Links

Know Your Rights

https://realestate.findlaw.com/landlord-tenant-law.html

https://www.rentecdirect.com/blog/10-landlord-tenant-laws-to-remember/

Utilities

https://www.nationwide.com/average-cost-of-utilities.jsp

https://www.inmyarea.com/utilities

Weather

https://weather.com/maps/averages/normal-temperature

https://www.usclimatedata.com/

Apartment Listings:

https://www.zillow.com/

https://www.trulia.com/

Safety and Neighborhood Information

https://www.areavibes.com/

https://www.crimereports.com/

Local Area Transit:

https://www.apta.com/resources/links/unitedstates/Pages/default.aspx

https://transitapp.com/

General Advice:

https://www.apartments.com/blog/12-questions-to-ask-a-property-manager-before-signing-a-lease

https://www.huffingtonpost.com/2015/09/01/things-you-should-ask-when-renting_n_4823559.html

https://www.apartmentsearch.com/questions_to_ask_on_apartment_tour

https://www.apartmentguide.com/blog/11-questions-to-ask-when-you-visit-apartments/

Prepared by Becci Spruill and Wendy Matthews

HOUSING TIPS

Orientation Booklet Created by

Rebecca Spruill and Hannah Harker 2019

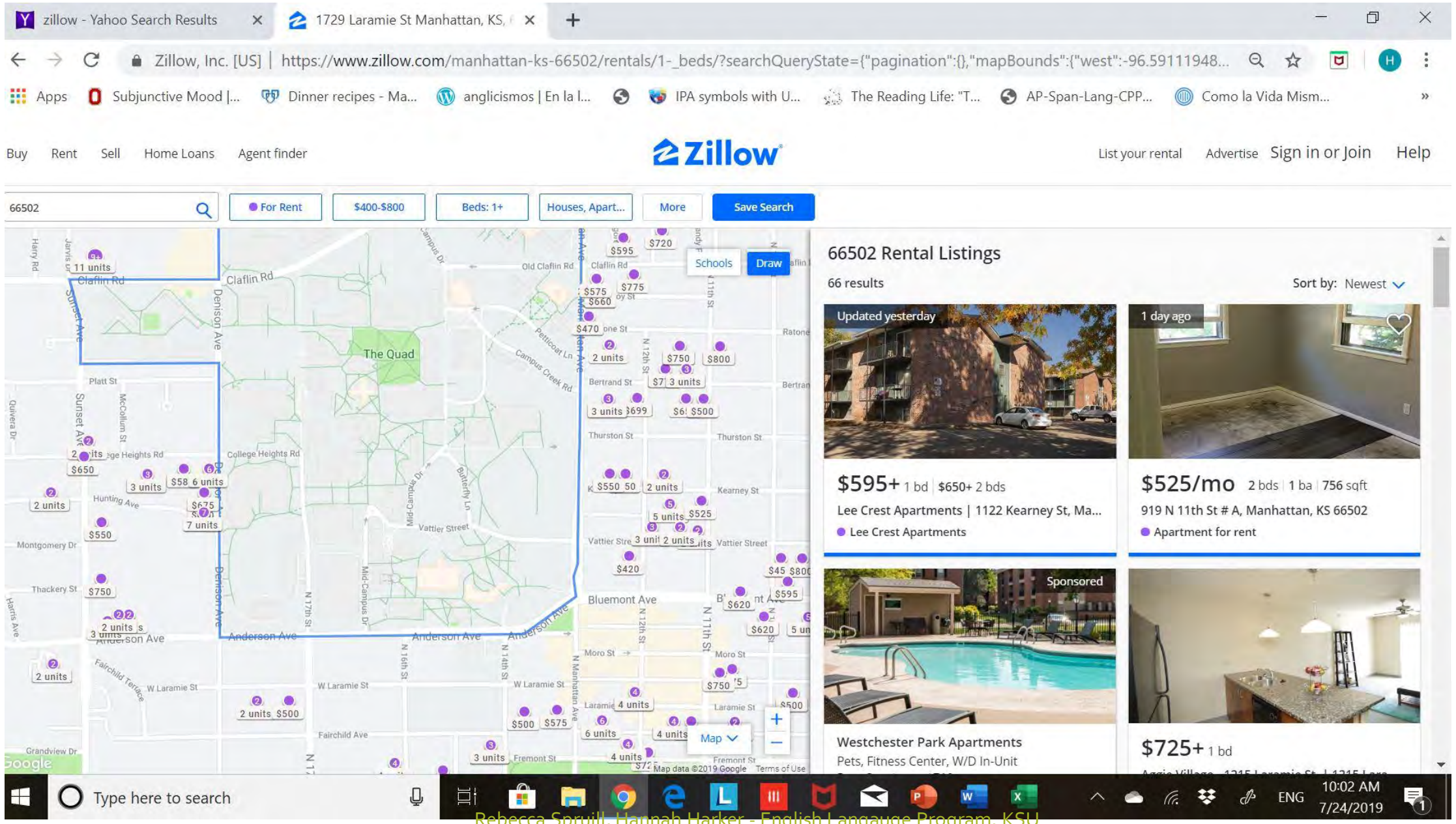
Kansas State University

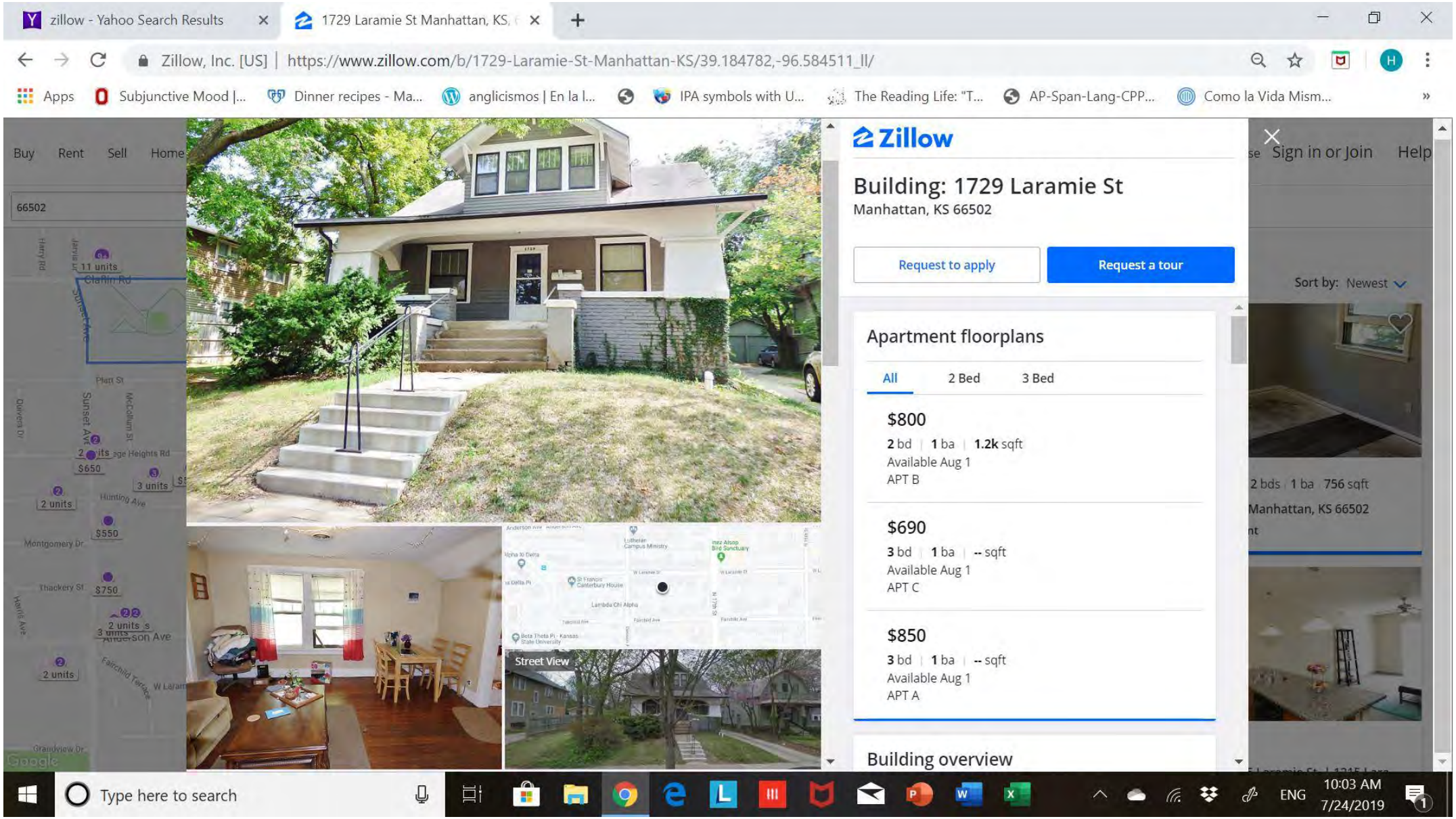
Where do I begin?

- Most graduate students live in off-campus housing (i.e. apartments or houses)
- Many universities do offer on-campus housing for graduate or international students
  - Check the school's website or contact their Student life office for information
  - Your department or other organizations on campus (sometimes there is one specifically for Fulbright) may be able to help you find roommates/housing

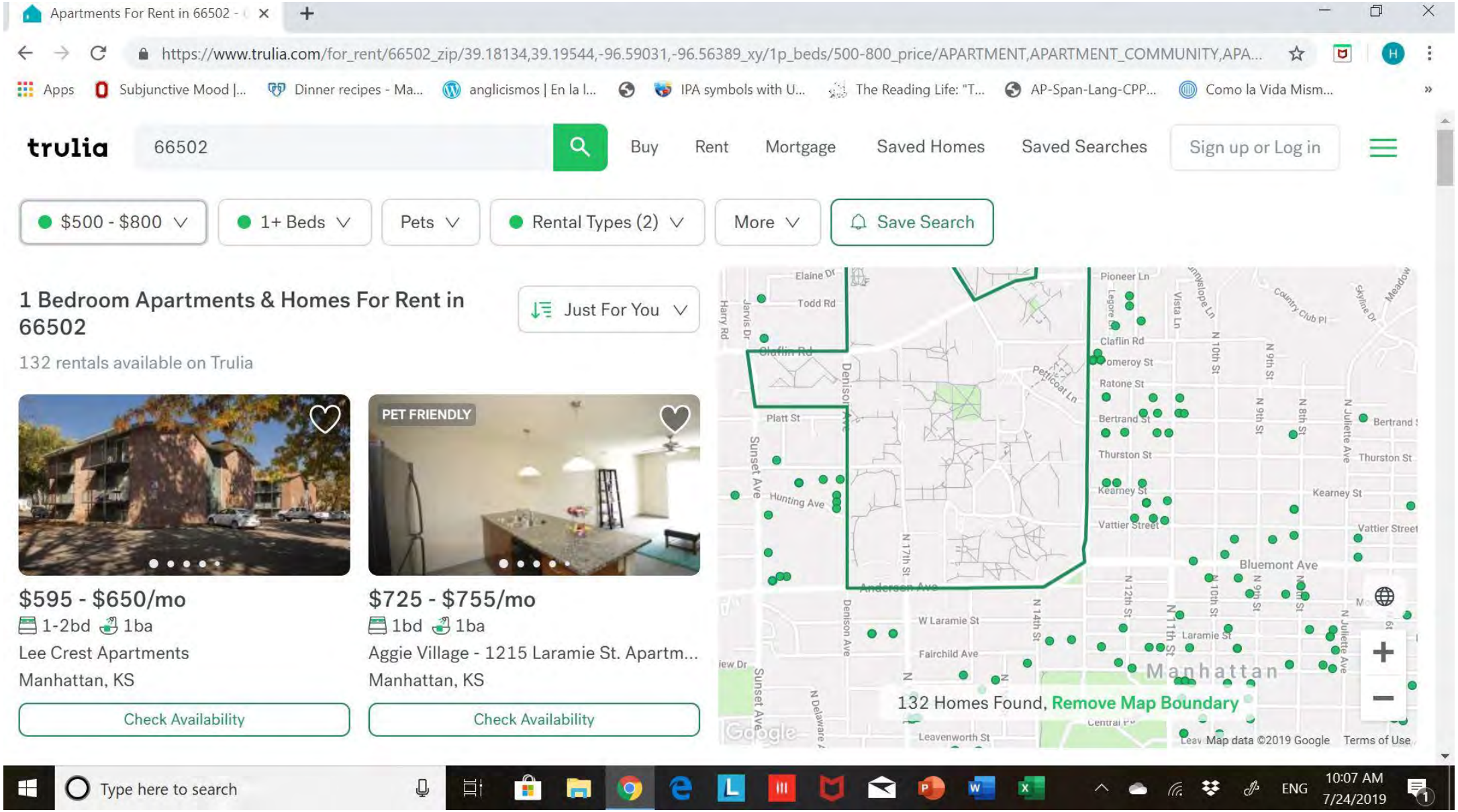
Where do I begin? Online Resources

- www.zillow.com and www.trulia.com are both good sites where you can search for off-campus housing
- They show you:
  1. Where the property is located
     1. The map makes it easy to compare prices of similar apartments and see where it is in relation to campus, local stores/restaurants, and bus stops
  2. Photos of the exterior and interior (usually)
     1. The furniture in the picture most likely will not be there when you move in. If an apartment is advertised as furnished (meaning it comes with some furniture), ask what is included.
  3. Price and what utilities that does or doesn't include
  4. The Landlord's contact information


zillow - Yahoo Search Results
1729 Laramie St Manhattan, KS,
Zillow, Inc. [US] | https://www.zillow.com/manhattan-ks-66502/rentals/1-_beds/?searchQueryState={"pagination":{},"mapBounds":{"west":-96.59111948...
Apps
Subjunctive Mood |...
Dinner recipes - Ma...
anglicismos | En la l...
IPA symbols with U...
The Reading Life: "T...
AP-Span-Lang-CPP...
Como la Vida Mism...
Buy
Rent
Sell
Home Loans
Agent finder
Zillow
List your rental
Advertise
Sign in or Join
Help
66502
For Rent
$400-$800
Beds: 1+
Houses, Apart...
More
Save Search
Schools
Draw
Claflin Rd
Denison Ave
The Quad
Platt St
Sunset Ave
College Heights Rd
Hunting Ave
Montgomery Dr
Thackery St
Anderson Ave
Bluemont Ave
Moro St
W Laramie St
Laramie St
Fairchild Ave
Fremont St
Thurston St
Kearney St
Vattier Street
Bertrand St
Petticoat Ln
Campus Creek Rd
Old Claflin Rd
Map
Map data ©2019 Google
Terms of Use
66502 Rental Listings
66 results
Sort by: Newest
Updated yesterday
$595+ 1 bd | $650+ 2 bds
Lee Crest Apartments | 1122 Kearney St, Ma...
Lee Crest Apartments
1 day ago
$525/mo 2 bds | 1 ba | 756 sqft
919 N 11th St # A, Manhattan, KS 66502
Apartment for rent
Sponsored
Westchester Park Apartments
Pets, Fitness Center, W/D In-Unit
$725+ 1 bd
Type here to search
ENG
10:02 AM
7/24/2019



Rebecca Spruill, Hannah Harker - English Langauge Program, KSU



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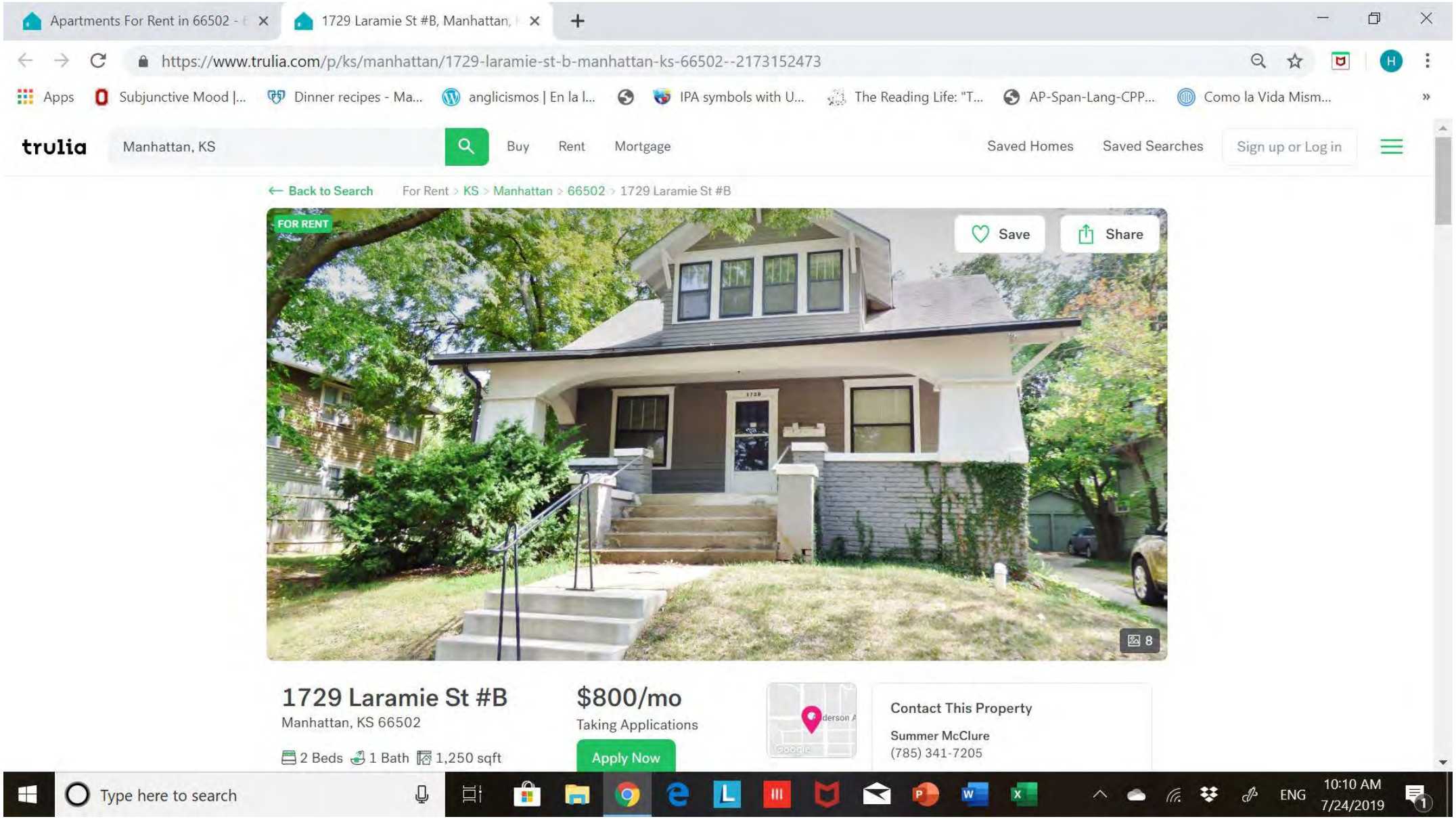

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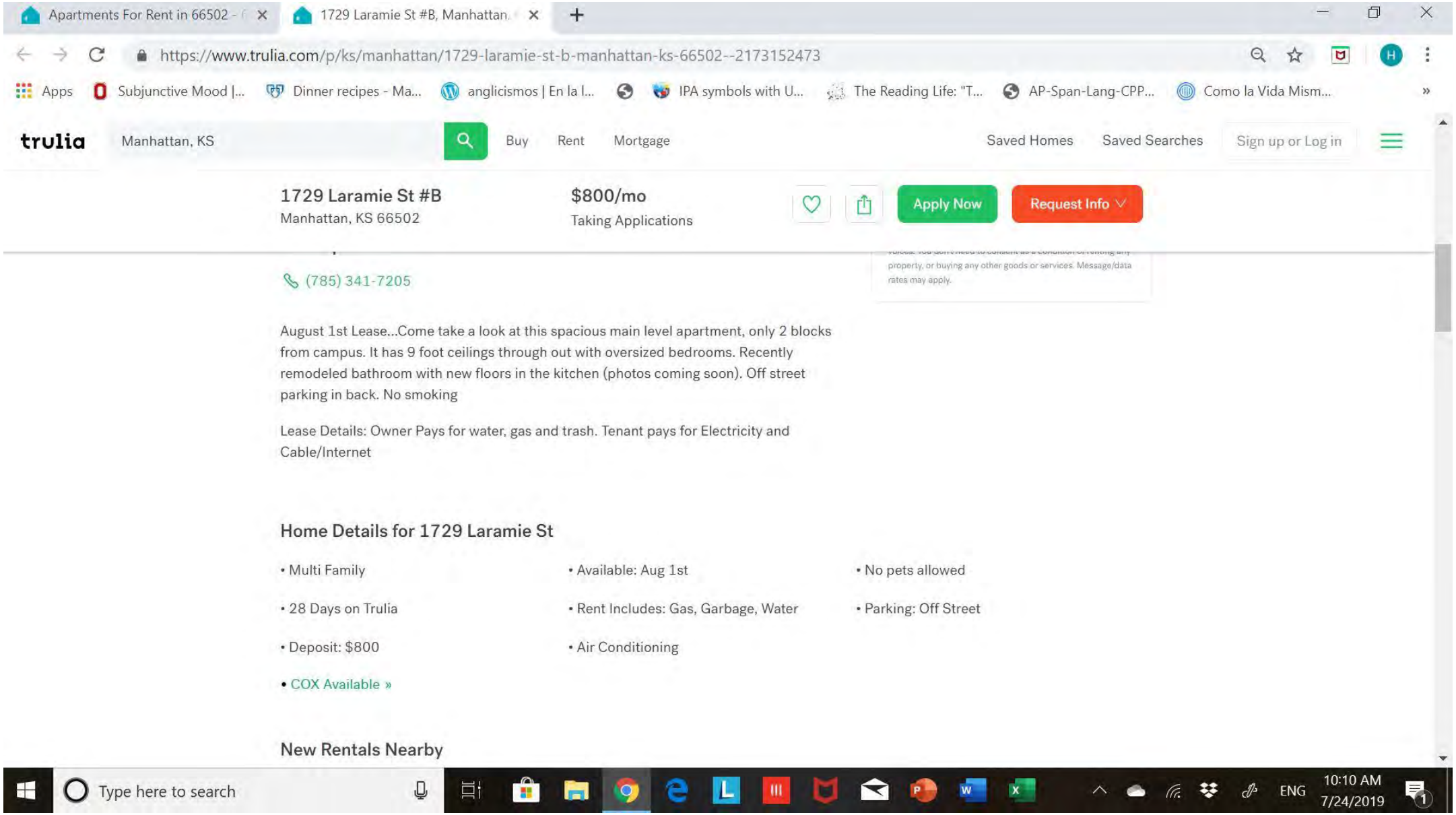

Apartments For Rent in 66502 -
1729 Laramie St #B, Manhattan
https://www.trulia.com/p/ks/manhattan/1729-laramie-st-b-manhattan-ks-66502--2173152473
Apps
Subjunctive Mood |...
Dinner recipes - Ma...
anglicismos | En la l...
IPA symbols with U...
The Reading Life: "T...
AP-Span-Lang-CPP...
Como la Vida Mism...
trulia
Manhattan, KS
Buy
Rent
Mortgage
Saved Homes
Saved Searches
Sign up or Log in
1729 Laramie St #B
Manhattan, KS 66502
$800/mo
Taking Applications
Apply Now
Request Info
property, or buying any other goods or services. Message/data rates may apply.
(785) 341-7205
August 1st Lease...Come take a look at this spacious main level apartment, only 2 blocks from campus. It has 9 foot ceilings through out with oversized bedrooms. Recently remodeled bathroom with new floors in the kitchen (photos coming soon). Off street parking in back. No smoking
Lease Details: Owner Pays for water, gas and trash. Tenant pays for Electricity and Cable/Internet
Home Details for 1729 Laramie St
• Multi Family
• Available: Aug 1st
• No pets allowed
• 28 Days on Trulia
• Rent Includes: Gas, Garbage, Water
• Parking: Off Street
• Deposit: $800
• Air Conditioning
• COX Available »
New Rentals Nearby
Type here to search
ENG
10:10 AM
7/24/2019

What's next?

- Applying
  - Sometimes a landlord will have you complete a short application so that they know you will be a responsible tenant. They often charge a non-refundable application fee ($30-$100).
- Signing the lease
  - Read it carefully! It is a legally binding contract between you and the Landlord
    - Ask questions and seek clarification
    - Generally, leases are NOT negotiable. However, if you know that you will only be here for 10 months, you might be able to negotiate the length of the lease (they are usually for 12 months).

What's next?

- Paying the security/safety deposit
  - Usually equal to the first month's rent
  - Ask about how you can pay it
    - Usually they only accept check or money order

- You will get most of this money back when your lease ends
  - It is common for certain fees, like carpet cleaning, to be taken from your deposit

- Renter's Insurance
  - Sometimes the Landlord will require you to have Renter's Insurance. The lease will say if you do. Ask the Landlord which company to go through and how much coverage you need.

Rebecca Spruill, Hannah Harker - English Langauge Program, KSU

What to do when you get there

- Inspect the apartment with your new Landlord to **document** any problems or damage
- Apartments are rarely furnished; you will have to get everything if you do not have a roommate.
  - Goodwill, The Salvation Army, and Habitat for Humanity ReStore are good places for cheap, second-hand home furnishings
  - Buy, Sell, Trade groups or other groups for university students on Facebook may also be helpful for finding cheap, or even free, furniture.
  - Ikea has new, yet relatively inexpensive, furniture as well.

What to do if you can't move in right away

1. Rent a hotel or Airbnb (both can be expensive)
2. Contact your department asking if there are other grad students there who can temporarily house you
3. Search to see if there is an organization that regularly helps international students. You may be able to find a short-term host family through them
4. Contact local churches/religious institutions asking if there are families who can temporarily house you

Safety Tips & Cultural Expectations in America

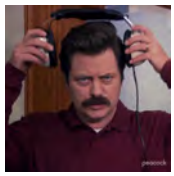
By: Captain Erin Freidline
Riley County Police Department

To reduce crime and improve the quality of life for the citizens we serve

1

Safety Tips

- ***BE ALERT*** do not obstruct your hearing (ear buds) or vision (head down looking at phone)



- ***Check*** your school website to sign up for safety alerts via phone (K-State Alerts)

2

Safety Tips

- ***LOOK*** for school apps like LiveSafe- connects with safety resources, maps, emergency info & peer-to-peer chats
- ***CHECK*** your school for campus escorts like Wildcat Walk- escorts you on campus at night or S

3

Safety Tips

- Call 911 - report suspicious activity
- Run. Hide. Fight.

4

Calling 911

- Know your *location*: building, street, what are you near for landmark
- *Reason* - what occurred, what did you see
- Filing needed reports

5

Police Interactions

- Vehicle contact
  - Police vehicle behind you: pull over to the right
  - If the Police keep going- proceed as normal and relax

6

Police Interactions

- If Police stop behind you- remain in car, sit still
  - Officer should identify themselves & agency
  - Explain the reason your stopped
  - Ask for your identification & vehicle information
  - Return to police car to verify documents
  - Should explain ticket or other paperwork issued by the officer
    - Remain in car during stop & only exit when requested.

NEVER GIVE OFFICER $$$$$$

7

Police Interactions

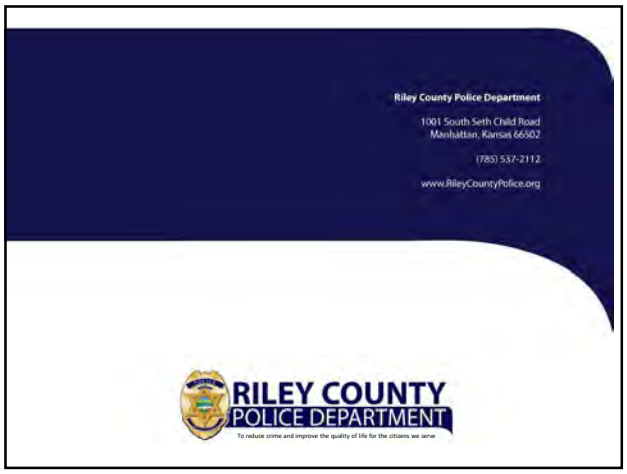
- If an officer approaches you on the street- see what they want/need.
- You can walk away unless directed by officer saying your are not free to leave
- Officers should be recording interactions - not all agencies have cameras though

8

Questions

- What else do you want to know or ask??
- Follow us on Twitter, Facebook, Instagram
  *@**RileyCounty**PD*
- Visit local agency websites for ways to connect.

9


Riley County Police Department
1001 South Seth Child Road
Manhattan, Kansas 66502
(785) 537-2112
www.RileyCountyPolice.org
RILEY COUNTY
POLICE DEPARTMENT
To reduce crime and improve the quality of life for the citizens we serve

10

1

History

- K-State cheating incident in 1994
  - 115 Students Investigated
  - 75 received F's in the class.
- National attention
  - Primetime
  - Job Interviews

2

Time for a Change

- Because of the national Attention surrounding the incident, the students wanted a change in policy!!
  - A task force was formed by Provost Coffman to address the importance of academic integrity made up of students & faculty.
- Implementation of the KSU Honor System in 1999
- Name later changed to Honor & Integrity (H&I) System

3

4

Choice – what kind of student do you choose to be?

- Reading your syllabus.
- Coming prepared to class.
- Planning ahead.
- Clarifying (with your professor) requirements and assignment expectations.
- Discouraging academic misconduct and dishonesty.

5

Learning

- Committed to help you learn a new culture.
- Committed to providing students with opportunities to develop the knowledge, understanding, and skills of an educated person.
- Committed to assisting students in thinking through ethical and moral decisions.
- The Honor and Integrity System is in place to hold students accountable but also help them learn.

6

Learning

- Unauthorized Collaboration
- Plagiarism
- Unauthorized Aid
- Falsification

7

Learning through the Violation

- Warning
- Required to redo the assignment/exam…
- No credit for the assignment/exam
- Enrolling in the Development & Integrity Course
- XF in the Course
- Recommendation for suspension or expulsion

8

Promise

"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

- Should be on every syllabus you receive
- Talk to your professor about what it means
- Have them give you examples of possible violations (plagiarism, unauthorized collaboration, unauthorized aid, falsification, etc.) so you can avoid the possible sanctions.

9

Contact Information

- Office Phone 532-2595
- E-Mail – honor@k-state.edu
- Web page – www.k-state.edu/honor
- Office – 201 Holton Hall

- Camilla Roberts, Director
- cjroberts@ksu.edu

- Facebook - @kstatehonorandintegrity
- Twitter - @kstatehonorcode

10

Getting Started with Copyright

Ryan Otto (he/him)
Scholarly Communication Librarian – Associate Professor

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1

DISCLAIMER

The information presented in this presentation is intended for informational purposes and should not be construed as legal advice. If you have specific legal questions pertaining to K-State, please contact the Office of General Counsel. Information received from the Scholarly Communication Librarian is not legal advice. The Scholarly Communication Librarian does not act as legal counsel to the university or any members of the university community.

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2

Copyright Services

CENTER for the ADVANCEMENT of DIGITAL SCHOLARSHIP

https://www.k-state.edu/copyright/

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3

Copyright (Law) vs. Plagiarism (Ethics)

Copyright is a **legal** concept it's a codified right with legal penalties.

Credit RyanMinkoff

Plagiarism is an **ethical** issue with academic or professional penalties.

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4

Copyright Around the World

- International copyright conventions and treaties have been developed to establish obligations for treaty member countries to adhere to, and implement in their national laws.
- Copyright protection **depends on the national laws** where protection is sought.

-U.S. Copyright Office

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What is Copyright?

https://www.youtube.com/watch?v=2UB1MTRgStY

To Reproduce & Make Copies

To Distribute Copies

To Display Works Publicly

To Prepare Derivative Works

To Perform Works Publicly

To Perform Works Publicly by Means of Digital Audio Transmission

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What's Not Protected

- Names, slogans, symbols, short phrases
  - may fall under trademark
- Facts & Data
- Ideas
  - May fall under patent(s)
- Useful articles
  - items like lamps, kitchen sinks, clothing

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What's Protected?

Examples

- Literature
- Music
- Photography
- Forms of creative expression

Works MUST be:

1. Original
2. Creative
3. Fixed in a tangible medium of expression
   - Piece of paper
   - Recorded audio or video
   - Dry erase board
   - Etc.

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Copyright is Automatic

1. Original
2. Creative
3. And Fixed

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Hypothetical

- What elements on the page may be covered by copyright?
- What included on the page is creative expression?
- How might these same questions be applied to scholarly works?

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Who Owns Copyright?

The First owner is Author/Creator

or

Creator's employer if the work was "made for hire"

These authors can transfer or license any of their exclusive rights.

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Works are "made for hire" if:

- Was prepared by an *employee* acting within the *scope of employment* OR
- Is one of the nine types of works that a contract can turn into a work made for hire, **and** a contract was signed before the work was created.
  - As a contribution to a collective work.
  - As a part of a motion picture or other AV work.
  - As a translation.
  - As a supplementary work.
  - As a compilation.
  - As an instructional text.
  - As a test.
  - As an answer material for a test.
  - As an atlas

Created by SAM Designs from Noun Project

For more information on "Work for Hire" visit:

https://www.copyright.gov/circs/circ30.pdf

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Let's Talk Licenses and Transfers

Created by Nhor from Noun Project

Contracts/agreements that permits authority to own, do, or use something.

- Rights holders can transfer or license any of their exclusive rights, including portions of those rights.
- Copyrights can also pass by "operation of law," e.g., probate, bankruptcy, etc.
- Does transferring a physical object transfer copyright in that object?-- No

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Public Licenses

Rights holder - Licensor
Everybody else - Licensee

GPL Free Software Free as in Freedom

CC licenses last until the work enters the public domain at the end of the copyright term.

- (Unless termination rights are exercised)

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Gold Open Access

Creative Commons BY

- **Share** — copy and redistribute the material in any medium or format
- **Adapt** — remix, transform, and build upon the material for any purpose, even commercially.

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Subscription

All Rights Reserved

- Item is protected by copyright and/or related rights. You are free to use this Item in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s).

Translating Water Fund Payments for Ecosystem Services in the Ecuadorian Andes

Audrey Joslin

Get it @ K-State

ABSTRACT

As a form of environmental governance, Payments for Ecosystem Services (PES) is imbued with ideological values that can conflict with those of participating rural communities. The discursive frame surrounding PES may be contentious, even if the conservation activities promoted by these initiatives are not. Moving PES into practice therefore requires a process of translation

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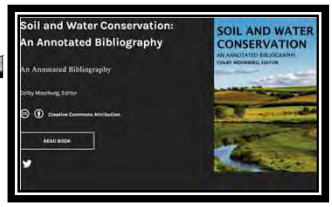
Open Educational Resources

Creative Commons BY

- **Share** — copy and redistribute the material in any medium or format
- **Adapt** — remix, transform, and build upon the material for any purpose, even commercially.



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Framework - U.S. Copyright

1. Does it have copyright protection?
2. Does it have an existing license that covers my use?
3. Can I rely on an exemption, such as fair use?
4. Do I need to seek permission or purchase a license?

Rights → License → Exemption(s) → Permission

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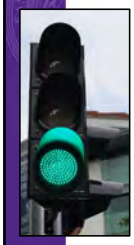
Public Domain



All works published from 1926*

Works published between 1926 and 1989

Works created after 1989*

Image courtesy of Jocklee at Wikimedia Commons.

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Helpful Tools

https://librarycopyright.net/resources/

- The Copyright Genie
- Fair Use Evaluator
- Public Domain Slider
- Exceptions for Instructors eTool

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Framework - U.S. Copyright

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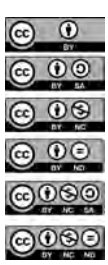

creative commons Features of the Six Licenses

Attribution
Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you.

Derivative Works
Others can only copy, distribute, display or perform verbatim copies of your work.

Share Alike
Others can distribute your work only under a license identical to the one you have chosen for your work.

Non-Commercial
Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.

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Do any user's rights, such as fair use, apply?

- Fair use (107)
- Reproduction by libraries and archives (108)
- First sale (109)
- Exemption of certain performances and displays (110)
  - Section 110(1): Face-to-face teaching
  - Section 110(2) – TEACH Act: Mediated instructional activities transmitted via digital networks. A.K.A. online courses.

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Fair Use Basics

Purpose	• Transformativeness, Not-for-Profit/Profit, Use is for "criticism, comment, news reporting, teaching, (including multiple print copies for classroom use), scholarship or research"…or not?
Nature	• Published/unpublished, factual/creative, consumable?
Amount	• Limited and Reasonable. Not the "heart of the work."
Effect	• How much will the use harm the market for the work?

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Fair Use Evaluator

Highly Recommend Learning More About Fair Use and How to Use It

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Framework - U.S. Copyright

1. Does it have copyright protection?
2. Does it have an existing license that covers my use?
3. Can I rely on an exemption, such as fair use?
4. Do I need to seek permission or purchase a license?

Rights → License → Exemption(s) → Permission → Reevaluate → Don't use

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Look for Copyright Help at Your Host Institutions

CENTER for the ADVANCEMENT of DIGITAL SCHOLARSHIP

https://www.k-state.edu/copyright/

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27

MOTIVATION

For the Long Run

1

2

3

4

WHAT IS MOTIVATION?
THE BIG "MO"

5

Motivate – What keeps you going?

6

Motivation is about:

1) what first **starts** you moving

2) what **keeps** you moving toward your goal

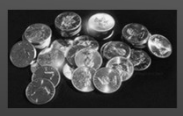
3) how much **effort** you use

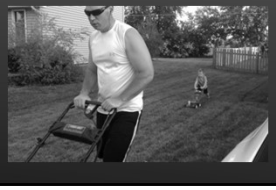
7

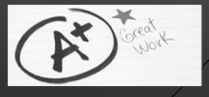
Motor – What fuels your motor?

8

Motive – Why do you do the things you do?







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DIFFERENT TYPES OF MOTIVATION

1. I need English to live everyday life here more easily.
2. I want to use English to tell people important things.
3. I want to enter regular university classes.

Practical motivation

10

DIFFERENT TYPES OF MOTIVATION

5. Learning English is an important life goal for me.
6. I will get respect for being an educated person when I learn English well
7. It is important for me to be a good example for others in my family or community.

Achievement motivation

11

DIFFERENT TYPES OF MOTIVATION

7. It is important to me to make friends with Americans.
8. I want to understand the experience and feelings of American friends and classmates.
9. It is important to me to understand Americans' ideas, beliefs, and values.

Social motivation

12

DIFFERENT TYPES OF MOTIVATION

10.	Learning English is a fun hobby for me. I enjoy the daily process of learning.
11.	I love being here and being in class most days.
12.	I feel happy when I learn and use new English words or expressions.

Intrinsic motivation

13

HOW CAN YOU STRENGTHEN YOUR MOTIVATION?

It depends on:

1) your personality

2) what kind of motivation you want to strengthen.

14

DIFFERENT TYPES OF MOTIVATION

What will I be able to do with good English?
Imagine your future.
Put up pictures that remind you of your dream.

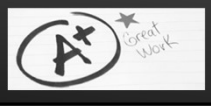
Practical motivation

15

DIFFERENT TYPES OF MOTIVATION

List the specific stages and small steps toward your big goal.
Check off things as you achieve them.
Share your goals with an advisor, a coach, or a supporter.

Achievement motivation



16

DIFFERENT TYPES OF MOTIVATION

Who will you make this journey with each day?
Do you have friends who enjoy helping you learn English?
Build a support team of people around you, including Americans!

Social motivation

17

DIFFERENT TYPES OF MOTIVATION

Build your interest in the game of English:
1) Find things you like to do to learn.
2) Forget about the upcoming test.
3) Spend time with people who enjoy the game.

Intrinsic motivation

18

REWARD SYSTEMS – FOR THAT EXTRA ENERGY

If I do

I will get

Then, I will be

19

Things I should do	Things I like to do
- My homework	- Eat ice cream
- Talk to people in English	- Go to the movies
- Go to the ITC lab	- Playstation (Xbox)
- Use Quizlet	- Watch YouTube
- Record myself speaking	- Watch my favorite show
- Write in my journal	- Drink Mountain Dew
- Read my book	- Listen to music
- Practice my spelling	- Go shopping
- etc	- etc

20

21

Specific things I should do
- Do Rosetta Stone for 30 min.
- Spend 20 min. on Quizlet
- Record myself speaking 10 min.
- Write 20 sentences in my journal
- Read 10 pages my book
- Practice my spelling by copying each 10 words 5 times
- etc

Specific rewards
- Eat one scoop of ice cream
- Go to the cinema once
- Playstation (Xbox) 20 minutes
- Watch YouTube 15 minutes
- Drink one can of Mountain Dew
- Listen to music for 15 minutes
- Go shopping in Kansas City
- etc

Then, match the work to the reward that fits.

22

Specific things I should do
- Talk for 15 minutes in English (1 pt)
- Do Rosetta Stone for 30 min. (1 pt)
- Spend 20 min. on Quizlet (1 pt)
- Record myself speaking 10 min. (2 pts)

Specific rewards
- Eat one scoop of ice cream (3 pts)
- Go to the cinema once (8 pts)
- Playstation (Xbox) 20 minutes (4 pts)
- Drink one can of Mountain Dew (2 pts)
- Go shopping in Kansas City (40 pts)

Or, make a point system

23

	Points	Weekend	Mon	Tues	Wed	Thur.	Fri	totals
I met with 3 strangers today.	2 / 2 / 2							
I met someone again.	2							
I participated in a social event.	3							
I sat and talked with someone.	2							
I chatted on the phone.	1 / 1							
I had someone help me with HW.	1							
I visited a local home.	3							
I reviewed today's text.	1 / 1							
I previewed tomorrow's lesson.	2 / 2							
I listened to an Arabic recording.	2							
Week total _____	----							

24

KEY POINTS

1) **Challenge** yourself. Make your reward hard to get.

25

KEY POINTS

2) **Never**, ever cheat.

26

KEY POINTS

3) Organize it. **Write out** your reward system.

27

KEY POINTS

4) **Change** your reward system according to your **new goals** regularly; each month or each term.

28

WHY MOTIVATION FAILS

29

WHY MOTIVATION FAILS

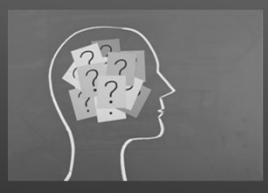
30

WHY MOTIVATION FAILS

31

WHY MOTIVATION FAILS

32



WHY MOTIVATION FAILS

33

FINISH
13
WHY MOTIVATION FAILS

34

WHY MOTIVATION FAILS

35

WHY MOTIVATION FAILS

36

DISCUSS

- What do you love to do? Is it hard to find motivation to do it?
- Did get an idea today that might help you? Are you going to try using it?
- What are some things that take away your motivation? (tiredness, fear of failure, distraction, confusion, low skills, I feel out of place, too much stress, etc)
- Do you reward yourself for meeting goals? How?

37

Language Learning Questionnaire

(Sources – Various works by Greg Thomson; *Strategies for Success* by J.D. Brown; *Breaking the Language Barrier* by H.D. Brown; Adaption of work from Ehrman and Christensen (1994) as found in *Understanding Language Learning Difficulties* by (unknown author).

Part I – Motivation

Answer the question with a number from 1 (not important for me) to 5 (very important for me)

Example: I want chocolate cake. 1 = 2 = 3 = 4 = 5 =

	1. I need better English to be able to live my life here more easily.
	2. I want to use English to tell people important things.
	3. I want to enter the regular university classes.

	4. Learning English well is an important life goal for me.
	5. I will gain respect for being an educated person when I learn English well.
	6. It is important for me to be a good example for others in my family and community.

	7. It is important to me to make friends with Americans.
	8. I want to understand the experience and feelings of American friends and classmates.
	9. It is important to me to be able to understand Americans' ideas, beliefs, and values.

	10. Learning English is a fun hobby for me. I enjoy the daily process of learning it.
	11. I love being here and being in class most days.
	12. I feel happy when I learn and use new English words or expressions.

____ Add your numbers for questions 1-3. This is your score for ***Practical Motivation***.
____ Add your numbers for questions 4-6. This is your score for ***Achievement Motivation***.
____ Add your numbers for questions 7-9. This is your score for ***Social Motivation***.
____ Add your numbers for questions 10-12. This is your score for ***Intrinsic Motivation***.

____ Total Motivation score

Interpretation:
A score below 36 total is a problem. You will need to find motivation somewhere and make sure other activities are not taking your time.
A score above 50 is very good, but realizing these goals will still take a lot of work. Other factors like stress, distractions, and time management may still throw up road blocks and slow your progress.

	Pts.	Sun	Mon	Tues	Wed	Thur.	Fri	Sat
I met with 2 strangers today.	2 / 2							
I met someone again.	2							
I participated in a social event.	4							
I sat and talked w/ someone.	3 / 3							
I chatted on the phone.	1 / 1							
I read something extra.	2							
I visited a local home.	2 / 2							
I worked on my project.	2							
I previewed my lessons	2 / 2							
I recorded or listened to Arabic	3							
Daily totals Week total _____	----							

	Pts.	Sun	Mon	Tues	Wed	Thur.	Fri	Sat
Daily totals Week total _____	----							

Tim Peverill, Simplified Motivation Questionaire for ELP Orientation class

Activity	Pts	Mon	Tue	Wed	Thu	Fri	Weekend	Total

Zotero: Organizing and Storing Citations

Kendra Spahr
K-State Libraries
kspahr@ksu.edu

1

Bookmark for more help

Citations and Bibliographies Guide:

https://guides.lib.k-state.edu/citations

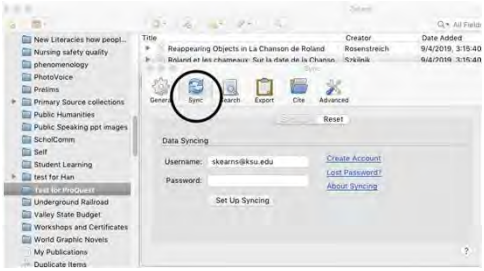
2

Let's get started with Zotero

1. Go to Zotero.org
2. Click Login - then Register for a free account
   a. Access your email to confirm your account
3. Download Zotero and Zotero Connector
4. Sync Zotero to your account:
   a. Edit →Preferences (Windows)
   b. Zotero →Preferences (Mac)
5. Other preferences

3

Sync Zotero to Your Account



4

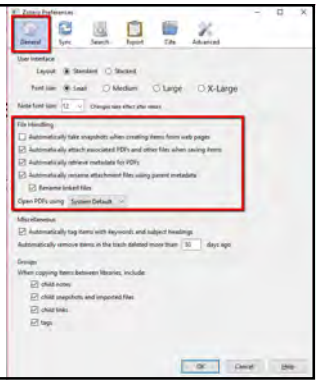
Essential Features in Zotero

1. Zotero Connector - adding records
2. Preferences/options - saving attachments or snapshots
3. Organizing your sources - folders and tags
4. Creating citations/bibliographies
5. Word/Google Doc add in for in-text citations
6. Group libraries - sharing with others

5

Activate attachments

1. Edit →Preferences (Windows)
2. Zotero →Preferences (Mac)



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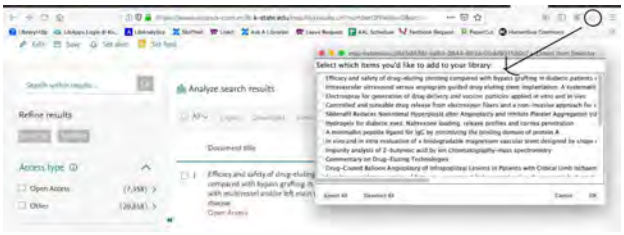
Save records to Zotero with the Connector



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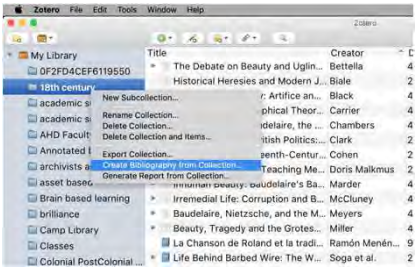
Chromebook or tablet?

8

Create a bibliography



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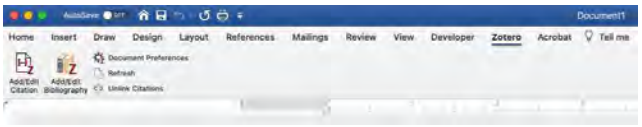
Embed in Word, Google Docs



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Public Computer? Unsync Zotero

a. Edit→ Preferences (Windows)
b. Zotero →Preferences (Mac)

11

Sharing in Zotero

Zotero.org > groups > create a new group (https://www.zotero.org/groups/new)

Select group settings

Add members

Note: attachments take up space, free Zotero is limited to 300Mb

12

Follow up with your librarian

https://www.lib.k-state.edu/library-contacts

It's great to combine talking about Zotero with questions about a literature review.

13

Reality of Relationship Violence on College Campuses

Center for Advocacy, Response and Education

Stephanie Foran (She/They), Assistant Director

1

Land Acknowledgement

As the first land-grant institution established under the 1862 Morrill Act, **we acknowledge that the state of Kansas is historically home to many Native nations, including the Kaw, Osage, and Pawnee, among others. Furthermore, Kansas is the current home to four federally recognized Native nations: The Prairie Band Potawatomie, the Kickapoo Tribe of Kansas, the Iowa Tribe of Kansas and Nebraska, and Sac and Fox Nation of Missouri in Kansas and Nebraska.** Many Native nations utilized the western plains of Kansas as their hunting grounds, and others--such as the Delaware--were moved through this region during Indian removal efforts to make way for White settlers. -Kansas State University IFSA, 2020

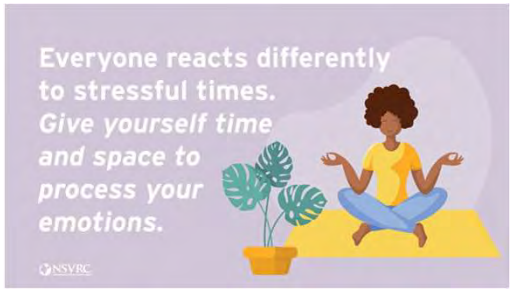
2

Agenda

1. Introduction
2. Terminology
3. Components of unhealthy relationship
4. Establishing a healthy relationship
   a. Communication
   b. Boundaries
   c. Consent
   d. Codependency & empathy
   e. Attachment styles
5. Maintaining a healthy relationship
   a. Love languages
6. Campus/Community Resources

3

Moment of Grounding



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Center for Advocacy, Response & Education

Get in, loser. We're going caring.

5

6

Terminology

- Domestic Violence: violence that takes place **within a household**, and can be between married partners, parents and children, siblings, or non-biological cohabitating individuals- such as roommates, unmarried partners of a parent and a child, etc.
- Intimate Partner Violence/ Dating Violence: violence that takes place between **intimate partners** (romantic or sexual, current or past) who may or may not be living in the same household
  - Intimate Partner Domestic Violence (IPDV): violence between intimate partners who are living in the same household

7

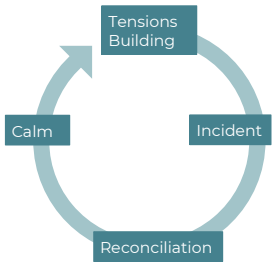
What is Violence?

Conflict	Abuse	Violence	Battering
Disagreement between individuals Can be good or bad Unresolved conflicts often occur when an individual is more interested in "winning", instead of resolving differences	Occurs when one person's behavior or words are intentionally aimed at hurting another Prevents someone from making choices over their body or life or takes control over their body or life	Abusive behavior that causes someone to fear for their life Takes control of someone's life and body Can be an ongoing behavior, or an isolated incident	System of ongoing tactics (abuse, violence) aimed at maintaining power and control over another Fear for one's life is very real and constant as a result of these tactics

8

Terminology

- Power: the capacity to direct, influence, or control someone's behaviors or experiences
- Cyclical abusive relationship: cycle of tension building and abusive behaviors, may frequently break up and reconcile, difficult to identify abuse



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1) Sexual abuse
2) Physical abuse
3) Emotional abuse
4) Psychological abuse
5) Reproductive abuse
6) Financial abuse
7) Spiritual abuse
8) Digital abuse
9) Stalking

10

11

IPV (Intimate Partner Violence) is common

1 in 4 women, 1 in 10 men, and 1 in 4 non-binary folks have experienced IPV in some form

43 million women and 38 million men have experienced psychological aggression by an intimate partner

Starts early and continues throughout lifespan

- 11 million women and 5 million men have experienced IPV in before age 18

12

IPV in LGBTQ+ Relationships

- Lifetime prevalence of IPV is generally higher within LGBTQ+ populations then the general population.
- LGBTQ+ individuals who seek care for IPV have lower rates of accessing high-quality or helpful services.

Anasuri, 2016; Brown, 2016

13

IPV on College Campuses

- Colleges/Universities are high-risk settings for IPV
- 60% of acquaintance rapes on college campuses occurred in casual or steady dating relations.
- Alcohol/ drug use may impact IPV, but **does not excuse or cause it**

14

IPV Kills

1 in 2 female murder victims and about **1 in 30** male murder victims are killed by IPV.

An abuser's access to a firearm increases the risk of intimate partner femicide by **400%.**

96% of intimate partner violence murder-suicide victims are women.

15

Out of 1,000 assaults, less than ___ are reported to law enforcement.

KBI, 2021

16

Only __ to __% of sexual assault reports are false.

Archambault & Lisak, 2009

17

Myths & Misconceptions

18

Common Rape Myths & Misconceptions

- "Rape only happens to 'certain types of people."
- "Sexual assault and harassment are about sexual attraction and gratification."
- "It's not really rape when a person changes their mind in the middle of it."
- "When it comes to sex, men can be provoked to a point of no return."
- "Men cannot be assaulted or harassed because all men love sex."
- "If a man says he was raped by another man, he must be lying and not want others to find out he's gay."
- "If the person had an orgasm or was sexually aroused, then they were not sexually assaulted."

19

What is secondary victimization?

20

"The insensitive response from my school added a whole other trauma on top of the actual sexual assault. I was diagnosed with PTSD, but a large portion of my continued PTSD treatment has to do with the shame inflicted upon me by my school.

It's hard to deal with people of authority, like administrators telling you that your truth 'isn't enough,' or that what happened 'wasn't bad enough' for my perpetrator to face any disciplinary action." -Anonymous Survivor Know Your IX, 2021

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Pink / Red Flags

Intensity

Possessiveness

Manipulation

Isolation

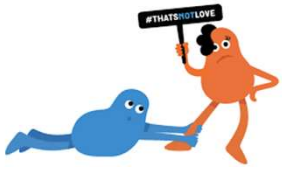
Sabotage

Belittling

Guilting

Deflecting Responsibility

Betrayal



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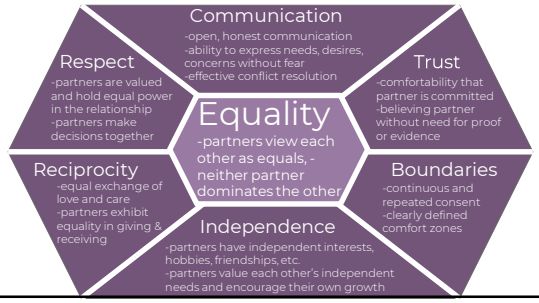
Additional Warning Signs

- Excessive control over a partner's social media, appearance, clothing, interactions with friends outside the couple, etc.
- Focusing all of one's energy on the relationship, not spending time with family, friends, on other activities
- Excessive jealousy
- Constant tracking of a partner's location, requesting access to social media passwords, demanding immediate response to phone calls, texts, etc.
- Sudden changes in mental health, drug or alcohol use, engaging in self-harming behaviors
- Withdrawing from social activities, classes, and other commitments
- Frequent, combative fights, frequent break-ups, quick and passionate reconciliation

23

Let's Hear from You

24



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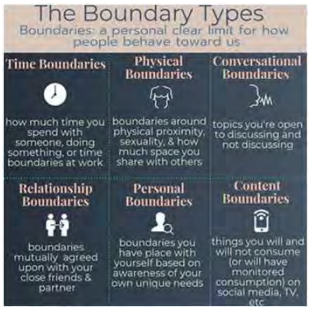
Healthy Communication Skills

- Relationships rely on verbal and nonverbal communication
- Many effective communication techniques and tips, all require active effort and practice

26

Boundaries in Healthy Relationships

- Establishing clear boundaries with yourself and in all relationships will promote health and well-being overall



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Boundary Violations

- A boundary violation refers to an incident where oneself or one's partner acts against an established boundary
- Intrapersonal boundary violations: taking responsibility for a partner's feelings, sacrificing your needs to serve your partner's
- Interpersonal boundary violations: breaking trust within a relationship, lying, cheating, acting against established boundaries

28

Fair Fighting Rules

Reflect and identify

Discuss one topic at a time

No degrading language

Express your feelings with words

Take turns speaking

No stonewalling / yelling

Take a time-out

Show compassion and understanding

29

Boundaries and Consent

- While a boundary refers to a clearly defined limit concerning behavior, a boundary is not the same as consent
- Consent: actively expressed agreement for an individual event or behavior to occur
  - Freely given
  - Informed
  - Specific
  - Reversible
  - Repeated
- Just because a partner has not expressed a boundary about something doesn't mean that they have given consent

30

Codependency vs Empathy

Empathy	Codependency
I hold space for your emotions	*I take on your emotions as my own*
I can support you through this	*I can fix you*
I'll be the person that I am	*I'll be who you want me to be*

31

Attachment Styles

Secure
- Positive view of self and others
- Confident, reciprocal, non-reactive, resilient
- Comfortable with intimacy and autonomy in relationships
- Resolves conflicts constructively

Avoidant-Fearful
- Negative view of self and others
- Dependent on others, but avoids intimacy
- High fear of rejection, low self-esteem
- May appear unpredictable, dramatic, ambivalent

Avoidant-Dismissive
- Positive view of self, negative view of others
- Downplays importance of relationships and conflicts in relationships
- May appear distant, isolated, independent, ambivalent

Anxious/ Preoccupied
- Negative view of self, positive view of others
- Highly dependent on partner
- Wants excessive intimacy/ closeness
- May appear demanding, needy, turbulent

32

Maintaining a Healthy Relationship

- Establishing a healthy relationship from the start is important, but it's also important to maintain a healthy relationship over time

33

Love Languages

	Expressing to Others	Expressing to Self
Words of Affirmation	Encourage, affirm, appreciate, empathize, listen actively, send an unexpected note, text, or card	Positive self talk, daily affirmations, journaling, mantras
Physical Touch	Non verbal- use body language and touch, show physical affection often, make intimacy a thoughtful priority	Massages, soft blankets, physical activity, spa days, skincare routines, swimming, stretching
Receiving and Giving Gifts	Give thoughtful gifts and gestures, express gratitude when receiving a gift, value significant dates and anniversaries	Trips, craft supplies, little gifts for yourself, indulgences, investing in yourself
Quality Time	Uninterrupted and focused conversations, one-on-one time, create special moments together	Meditation, hobby/creative time, taking yourself on dates, relaxing
Acts of Service	Ask partner how you can be helpful, do chores together, cooking for someone, go out of your way to alleviate their workload	Therapy, acts of kindness, scheduling, cleaning, delegating, going out

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National Resources / Hotlines

The National Domestic Violence Hotline: 1-800-799-7233

The National Sexual Assault Hotline: 1-800-656-4673

The National Childhood Abuse Hotline: 1-800-422-4453

The National Suicide Prevention Hotline: 1-800-273-8255

The Trevor Project Hotline: 1-866-488-7386

The National Dating Abuse Hotline: 1-866-331-9474

35

36

Connect with CARE

206 Holton Hall
(right next to Hale Library)

(785) 532-6444

ksucare@gmail.com

@kstatewomenscenter

@KStateCARE

@KStateCareOffice

37

Teaching Assistant Session

FULBRIGHT ENGLISH FOR GRADUATE STUDENTS AUGUST 2022

Expectations

Of students:

Looking for grades, not necessarily learning

Expecting very guided learning

Not theoretically inclined, more applied

Have competing demands (jobs, social, extracurricular)

May not have had a good experience with the subject in the past, especially math and science.

Of teachers

Help, answer questions, and explain

Follow the books / syllabus. Very little "outside or extra" information unless announced

Provide guides / study questions for tests

Grade according to established policy

Be open and approachable

Dos and don'ts

Don't

Do math or equations in your head

Ignore questions

Ignore problems

Say "it's very easy"

Try to be friends; you cannot be friends with your students

Assume that they will have read directions, assignments or books

Do

Consider the level and nature of your class (is it for a major in your field? Is it an elective?)
Give examples and applications
Work through equations, problems, etc. step by step
Be prepared to know what concept, step, term might cause problems and think about how to explain that
Be friendly not friends
Answer questions. If you don't know, say so and then get the answer and report on it
Go over directions assignments very carefully

Notes

- Put your notes or questions here

Language

Verbal

Pronunciation and intonation

Vocabulary (register)

- Terms
- Academic
- Idiomatic
- Slang
- Dangerous language

Grammar

Fluency

Non-verbal

Facial expression

Eye contact

Personal space

Gestures

Stance

Dos and don’ts

Don’t

Worry about making mistakes

Apologize for your language

Teach “to the board”

Think that faster is better

Try to use slang, idioms, or humor

Do

Focus on communication

Make eye contact even if it means repeating what you said when facing the board.

Address the language issue

Give students time to understand and digest information: don’t talk fast; don’t’ “teach fast;” Allow time for the students to process.

Be relaxed. It may seem informal to you.

Smile!

Notes

- Put notes or questions here

Teaching techniques

Teaching tips

Pause between concepts, topics, or steps

Check for comprehension

Repeat questions for the entire class

Summarize and repeat answers

Answer questions

If someone does not understand, try to find the problem. Do not just begin from the beginning again.

Give example and applications

Tips for interaction

Asks for examples, answers, next steps, reasons etc.

Wait for the answer

If no answer, repeat the question

If no answer, paraphrase

If no answer give a hint

If answer is incorrect, give encouragement

If answer is correct, praise the answer not the students

Make sure everyone heard the answer

Dos and don’ts

Don’t

Answer your own question immediately

Ignore questions

Assume comprehension

Teach to the front of the classroom

Ignore problems

Say “you are very clever boys and girls”

Do

Answer questions as they come up. If you do not understand the question, try to narrow down the problem

Ask for clarification if you do not understand “do you mean X”

If you do not understand, make sure you talk with the student after class

Repeat questions and answers

Say “Good answer” “Exactly correct” Almost correct” “close”

If you ask a question for interaction, wait for that answer

Go back step by step to see where the problem is

Notes

- Put your notes or questions here

Cultural concerns

Be aware of personal space and touching, especially in lab or performance classes

Be aware of students' facial expressions; that will indicate comprehension or not

Be prepared for more informal behavior from students

Be aware of university and departmental policies on sexual discrimination / harassment, student / teacher interactions

Be aware that you may have problem students; check policies on student behavior

Become familiar with support on your campus: advisor, lead professor, supervisor, teaching center, counseling center, office of student life

Dos and don’ts

Don’t

Touch students unless it is to show them how to use an instrument etc.

Don’t try to be a student; you are the teacher

Share personal information unless it is pertinent

Come to class unprepared or try to “wing it”

Do

Be aware of nonverbal communication issues (space, smiling, touching etc.)

Be the teacher but be open and approachable

Keep examples neutral

Set boundaries; you do not have to be available every day all day. You do not need to share phone numbers

Check with your supervisor, advisor or lead professor about problems early

Establish a healthy balance between your teaching and student roles

Notes

- Put notes and questions here

Top student complaints

1. Why does my teacher ignore my questions
2. Why is my teacher always angry
3. Why does my teacher not look at me
4. Why does my teacher skip steps
5. Why does my teacher speak too fast and too quietly

Last thoughts

- Your first semester will be the hardest
- Show that you are interested in the students' learning and they will work with you
- Remember you are the expert
- Be careful of humor. It does not translate well
- Be yourself!
- Enjoy! Teaching is a wonderful experience
- Stay in touch and let me know how it goes! mwood@ksu.edu

Mental Health and Stress Management

Marcos Mendez, PhD. LCMFT
7/11/2022

LAFENE CAPS
Counseling and Psychological Services
KANSAS STATE UNIVERSITY

1

Content

- Who we are
- What Mental Health is
- Levels of stress
- How to recognize stressors
- How to cope with stressors
- How to connect with CAPS
- Services we provide at CAPS

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2

LC1

Who are we?

- Lafene Counseling and Psychological Services (CAPS)
- 13 psychotherapist, 1 full time medical record specialists, 1 accountant and 2 certified therapy dogs.
- Confidential and "free" culturally-competent mental health resource for K-State students
- K-State students who paid student fees (with some exceptions).

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3

Slide 3

LC1 Since none of these graduate students will sty at K-State, could you mention that each of their schools will have a student health center?
Leena Chakrabarti, 7/7/2022

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4

What is Mental Health?

It's our emotional, psychological, and social well-being. (MentalHealth.gov, 2019).

The World Health Organization (WHO; 2004) also describes mental health as a state of well-being in which the individual realizes they have abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to their community

5

But what about mental illness?

- Mental illnesses are health conditions involving changes in emotion, thinking, and behavior. (Parekh, 2018).
- Mental illnesses are associated with distress and problems functioning in social, work, or family activities.
- Mental illness is not uncommon. Each year:
  - nearly one in five (19%) U.S. adults experience some form of mental illness
  - one in 24 (4.%) has a serious mental illness
  - one in 12 (8.5%) has a diagnosable substance use disorder
- Mental illness is treatable. Many individuals with mental illness continue to function in their daily lives.

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6

Let's talk about stress

- Some of the college experiences can be stressful!
  - Demands on your time and energy.
  - Demands on your emotions and intellect.
  - Various obligations to juggle.
  - Adjustment to a new environment.

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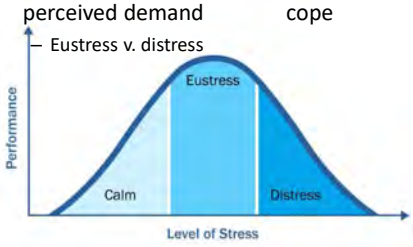
7

Stress

- **Stress is** a non-specific response of the body to any perceived demand
  - Eustress v. distress
- **Distress occurs** when the demands of our life exceed our ability to cope



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8

Stress

- Why do we experience stress?
  - Evolutionary basis!
- How does our body respond?
  - Fight, flight, or freeze
    - Sympathetic nervous system
    - Cognitive, physical, and behavioral components
  - Stress can be additive

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9

What are some potential sources of stress for you?

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Common sources of stress for students

- Separation from family
- Interpersonal relationships
  - Family, friends,
  - Colleagues, professors
  - Romantic
- Cultural experiences
  - Discrimination; "-isms"
  - Marginalization
- Academic demands
- Peer pressure
- Competition
- Work-related concerns
- Increased freedom and responsibilities
- Over-involvement
- Lack of balance

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11

Symptoms of stress

- Thoughts and cognitions
  - Self-criticism; low self-esteem; fear of failure; difficulty making decisions
- Physical indicators
  - Headaches; sleep disturbances; weight change; fatigue; illness

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12

Symptoms of stress

- Emotional indicators
  - Sadness; irritability; worry; moodiness
- Behavioral indicators
  - Withdrawing from others; working harder, but getting less done; impulsive behaviors; interpersonal conflict; decreased motivation
- Any other ways we experience stress you can think of?

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13

Things to consider

- How do I deal with stress?
- Am I living a healthy lifestyle?
- Is my support system positive for me?
- How can I broaden my support network?

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14

Facts about coping with stress

- F1 – If you try to ignore it, it will **not** go away
- F2 – Stress is **not** the same for everyone
- F3 – Stress **can** be managed
- F4 – You can be stressed **without** showing signs
- F5 – It is helpful to manage symptoms of stress **before** they become major

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15

What do you do to relax or recharge?

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Stress Management Techniques

- Talk to someone who is supportive
- Deep breathing
- Exercise
- Listen to music
- Laugh
- Develop self-compassion
- Manage your time – set a schedule
- Get adequate rest
- Meditate or pray
- Help someone else
- Take a mental health day

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17

Activity

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18

How could you recognize if your student/peer is in distress?

- **Marked changes in academic performance or behavior**
- Uncharacteristically poor performance and preparation
- Excessive absences or tardiness
- Repeated requests for special consideration especially when this represents a change from previous functioning
- Avoiding or dominating discussions
- Excessively anxious when called upon
- Disruptive classroom behavior
- Intense emotion or inappropriate responses

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19

How could you recognize if your student/peer is in distress?

- **Behavioral or Interpersonal Problems**
- Asking instructor for help with personal problems
- Complaints from other students
- Hyperactivity or very rapid speech
- Tearfulness
- Irritability or angry outbursts
- Problems with roommate or family
- Change in personal hygiene or dress
- Dramatic weight loss or gain
- Disjointed thoughts

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20

How could you recognize if your student/peer is in distress?

- **References to Suicide, Homicide or Death**
- Expressed thoughts of helplessness or hopelessness
- Overt references to suicide
- Isolation from friends or family
- References to suicide or homicide in verbal statements or writing
- **You should seek emergency help immediately by calling 911 if a student is talking about direct harm to self or others or acting in a bizarre or disruptive manner.**

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21

C2

If you or your student/peer need additional support

- University counseling services may be of help to you.
- Counseling services front desk may ask you to walk in or to set up an appointment to meet with a psychotherapist.
- You will be given an inform consent document to read and sign and most likely some type of questionnaire/s to fill out
  - The inform consent
    - Eligibility for services
    - Potential benefits and risks
    - Confidentiality and its limitations
    - Payment (insurance, etc).
    - Cancelation procedures/fees
- You will meet with a psychotherapist to discuss your concerns for 30min to an hour and discuss available services to you.

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22

QUESTIONS? COMMENTS?

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23

Slide 22

LC2 Since they will not be coming to CAPS, could you discuss the consent questionnaire in general terms?
Leena Chakrabarti, 7/7/2022

TIME MANAGEMENT

Adapted from presentation by AnnaBell Carel

1

2

Learn to Say "No"!

Turn off your cell phone and beeper. When someone asks you to do something that you really don't have time to do, say so, politely, but firmly. And don't allow yourself to feel guilty.

TIPS FOR TIME MANAGEMENT CREATED BY ANNABELL CAREL

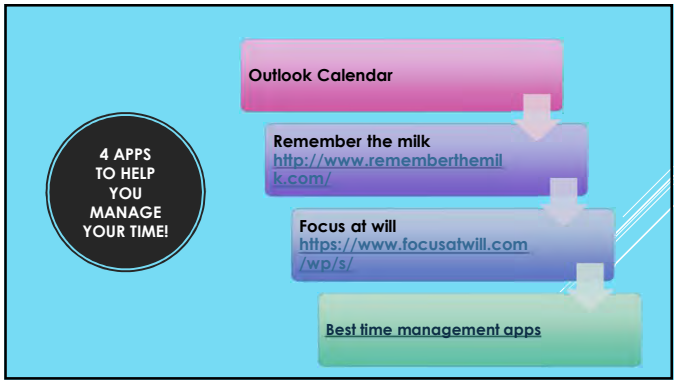
3

Let Your Computer Help!
Technology helped get you into the time bind in the first place, so use it to help get you out. Try some of the many personal scheduling software programs that allow you to keep a calendar, "to-do' lists, and phone and address books on your computer.
TIPS FOR TIME MANAGEMENT

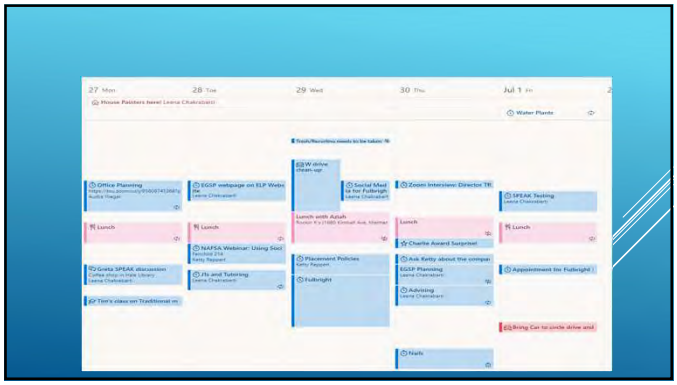
4

Reward Yourself!
Don't let any progress, however small, go unrewarded.
TIPS FOR TIME MANAGEMENT

5


4 APPS TO HELP YOU MANAGE YOUR TIME!
Outlook Calendar
Remember the milk
http://www.rememberthemilk.com/
Focus at will
https://www.focusatwill.com/wp/s/
Best time management apps

6


27 Mon
28 Tue
29 Wed
30 Thu
Jul 1 Fri
Water Plants
Office Planning
EGSP webpage on ELP Webs
W drive clean-up
Social Mail to for Fulbright
Zoom Interview: Director TR
SPEAK Testing
Lunch
Lunch with Azlah
Lunch
Lunch
NAFSA Webinar: Using Soci
Charlie Award Surprise!
Greta SPEAK discussion
JTs and Tutoring
Placement Policies
Fulbright
Ask Kelly about the compar
EGSP Planning
Advising
Appointment for Fulbright I
Bring Car to circle drive and
Nails

7

Ask yourself,
IF WHAT YOU ARE DOING today
IS GETTING YOU CLOSER TO WHERE YOU WANT TO BE
tomorrow?

8

U.S. Healthcare

1

Types of Care

- Primary Care
- Specialty Care
- Urgent Care
- Hospital/Emergency Room Care
- Dental Care
- Mental Health Care

2

Translation Services

3

Making Appointments

- Call in the early morning, if possible.
- Ask friends or coworkers for suggestions for a good provider.

4

Pharmacies

- Compare prices – call several pharmacies and ask for the price of the medication with and without the GoodRx card.
  - The Student Health Pharmacy is likely to have the best price.
  - Choose the pharmacy with the best price and best location for you.
  - Quality will be the same from all pharmacies.
- Generic drugs
- GoodRx Card

5

When you need healthcare or advice

Need Advice

- Call Student Health Center
- If Student Health Center is closed, call the Emergency Room or Urgent Care clinics

6

When you need healthcare or advice

Need non-urgent care

- Make an appointment at Student Health Center (least expensive)
- Make a **primary care appointment** - family practice, internal medicine, or pediatrician (more expensive)
- If you feel you need a **specialist**, make an appointment with a specialist (even more expensive)

7

When you need healthcare or advice

Need urgent care but not severely ill

- If Student Health Center is open, go there (cheaper).
- If student Health Center is closed, call **private office** for **acute care** appointment (more expensive).
- If neither option above is available, go to an **urgent care clinic** (even more expensive)
- If none of the above is available, go to an Emergency Room at a local hospital (most expensive)

8

Questions?

9

Glossary of Health Coverage and Medical Terms

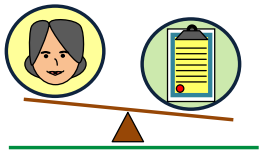
- This glossary has many commonly used terms, but isn't a full list. These glossary terms and definitions are intended to be educational and may be different from the terms and definitions in your plan. Some of these terms also might not have exactly the same meaning when used in your policy or plan, and in any such case, the policy or plan governs. (See your Summary of Benefits and Coverage for information on how to get a copy of your policy or plan document.)
- **Bold blue** text indicates a term defined in this Glossary.
- See page 4 for an example showing how **deductibles**, **co-insurance** and **out-of-pocket limits** work together in a real life situation.

Allowed Amount
Maximum amount on which payment is based for covered health care services. This may be called "eligible expense," "payment allowance" or "negotiated rate." If your **provider** charges more than the allowed amount, you may have to pay the difference. (See **Balance Billing**.)

Appeal
A request for your health insurer or **plan** to review a decision or a **grievance** again.

Balance Billing
When a **provider** bills you for the difference between the provider's charge and the **allowed amount**. For example, if the provider's charge is $100 and the allowed amount is $70, the provider may bill you for the remaining $30. A **preferred provider** may ***not*** balance bill you for covered services.

Co-insurance
Your share of the costs of a covered health care service, calculated as a percent (for example, 20%) of the **allowed amount** for the service. You pay co-insurance ***plus*** any **deductibles** you owe. For example, if the **health insurance** or **plan's** allowed amount for an office visit is $100 and you've met your deductible, your co-insurance payment of 20% would be $20. The health insurance or plan pays the rest of the allowed amount.

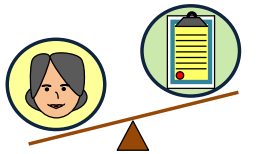


(See page 4 for a detailed example.)

Complications of Pregnancy
Conditions due to pregnancy, labor and delivery that require medical care to prevent serious harm to the health of the mother or the fetus. Morning sickness and a non-emergency caesarean section aren't complications of pregnancy.

Co-payment
A fixed amount (for example, $15) you pay for a covered health care service, usually when you receive the service. The amount can vary by the type of covered health care service.

Deductible
The amount you owe for health care services your **health insurance** or **plan** covers before your health insurance or plan begins to pay. For example, if your deductible is $1000, your plan won't pay anything until you've met your $1000 deductible for covered health care services subject to the deductible. The deductible may not apply to all services.



(See page 4 for a detailed example.)

Durable Medical Equipment (DME)
Equipment and supplies ordered by a health care **provider** for everyday or extended use. Coverage for DME may include: oxygen equipment, wheelchairs, crutches or blood testing strips for diabetics.

Emergency Medical Condition
An illness, injury, symptom or condition so serious that a reasonable person would seek care right away to avoid severe harm.

Emergency Medical Transportation
Ambulance services for an **emergency medical condition**.

Emergency Room Care
Emergency services you get in an emergency room.

Emergency Services
Evaluation of an **emergency medical condition** and treatment to keep the condition from getting worse.

Excluded Services
Health care services that your **health insurance** or **plan** doesn't pay for or cover.

Grievance
A complaint that you communicate to your health insurer or **plan**.

Habilitation Services
Health care services that help a person keep, learn or improve skills and functioning for daily living. Examples include therapy for a child who isn't walking or talking at the expected age. These services may include physical and occupational therapy, speech-language pathology and other services for people with disabilities in a variety of inpatient and/or outpatient settings.

Health Insurance
A contract that requires your health insurer to pay some or all of your health care costs in exchange for a **premium**.

Home Health Care
Health care services a person receives at home.

Hospice Services
Services to provide comfort and support for persons in the last stages of a terminal illness and their families.

Hospitalization
Care in a hospital that requires admission as an inpatient and usually requires an overnight stay. An overnight stay for observation could be outpatient care.

Hospital Outpatient Care
Care in a hospital that usually doesn't require an overnight stay.

In-network Co-insurance
The percent (for example, 20%) you pay of the **allowed amount** for covered health care services to **providers** who contract with your **health insurance** or **plan**. In-network co-insurance usually costs you less than **out-of-network co-insurance.**

In-network Co-payment
A fixed amount (for example, $15) you pay for covered health care services to **providers** who contract with your **health insurance** or **plan**. In-network co-payments usually are less than **out-of-network co-payments.**

Medically Necessary
Health care services or supplies needed to prevent, diagnose or treat an illness, injury, condition, disease or its symptoms and that meet accepted standards of medicine.

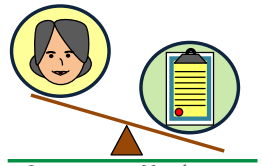
Network
The facilities, **providers** and suppliers your health insurer or **plan** has contracted with to provide health care services.

Non-Preferred Provider
A **provider** who doesn't have a contract with your health insurer or **plan** to provide services to you. You'll pay more to see a non-preferred provider. Check your policy to see if you can go to all providers who have contracted with your **health insurance** or plan, or if your health insurance or plan has a "tiered" **network** and you must pay extra to see some providers.

Out-of-network Co-insurance
The percent (for example, 40%) you pay of the **allowed amount** for covered health care services to providers who do ***not*** contract with your **health insurance** or **plan**. Out-of-network co-insurance usually costs you more than **in-network co-insurance**.

Out-of-network Co-payment
A fixed amount (for example, $30) you pay for covered health care services from providers who do ***not*** contract with your **health insurance** or **plan**. Out-of-network co-payments usually are more than **in-network co-payments**.

Out-of-Pocket Limit
The most you pay during a policy period (usually a year) before your **health insurance** or **plan** begins to pay 100% of the **allowed amount**. This limit never includes your **premium**, **balance-billed** charges or health care your health insurance or plan doesn't cover. Some health insurance or plans don't count all of your **co-payments**, **deductibles**, **co-insurance** payments, out-of-network payments or other expenses toward this limit.



(See page 4 for a detailed example.)

Physician Services
Health care services a licensed medical physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine) provides or coordinates.

Plan
A benefit your employer, union or other group sponsor provides to you to pay for your health care services.

Preauthorization
A decision by your health insurer or plan that a health care service, treatment plan, prescription drug or durable medical equipment is medically necessary. Sometimes called prior authorization, prior approval or precertification. Your health insurance or plan may require preauthorization for certain services before you receive them, except in an emergency. Preauthorization isn't a promise your health insurance or plan will cover the cost.

Preferred Provider
A provider who has a contract with your health insurer or plan to provide services to you at a discount. Check your policy to see if you can see all preferred providers or if your health insurance or plan has a "tiered" network and you must pay extra to see some providers. Your health insurance or plan may have preferred providers who are also "participating" providers. Participating providers also contract with your health insurer or plan, but the discount may not be as great, and you may have to pay more.

Premium
The amount that must be paid for your health insurance or plan. You and/or your employer usually pay it monthly, quarterly or yearly.

Prescription Drug Coverage
Health insurance or plan that helps pay for prescription drugs and medications.

Prescription Drugs
Drugs and medications that by law require a prescription.

Primary Care Physician
A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine) who directly provides or coordinates a range of health care services for a patient.

Primary Care Provider
A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine), nurse practitioner, clinical nurse specialist or physician assistant, as allowed under state law, who provides, coordinates or helps a patient access a range of health care services.

Provider
A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine), health care professional or health care facility licensed, certified or accredited as required by state law.

Reconstructive Surgery
Surgery and follow-up treatment needed to correct or improve a part of the body because of birth defects, accidents, injuries or medical conditions.

Rehabilitation Services
Health care services that help a person keep, get back or improve skills and functioning for daily living that have been lost or impaired because a person was sick, hurt or disabled. These services may include physical and occupational therapy, speech-language pathology and psychiatric rehabilitation services in a variety of inpatient and/or outpatient settings.

Skilled Nursing Care
Services from licensed nurses in your own home or in a nursing home. Skilled care services are from technicians and therapists in your own home or in a nursing home.

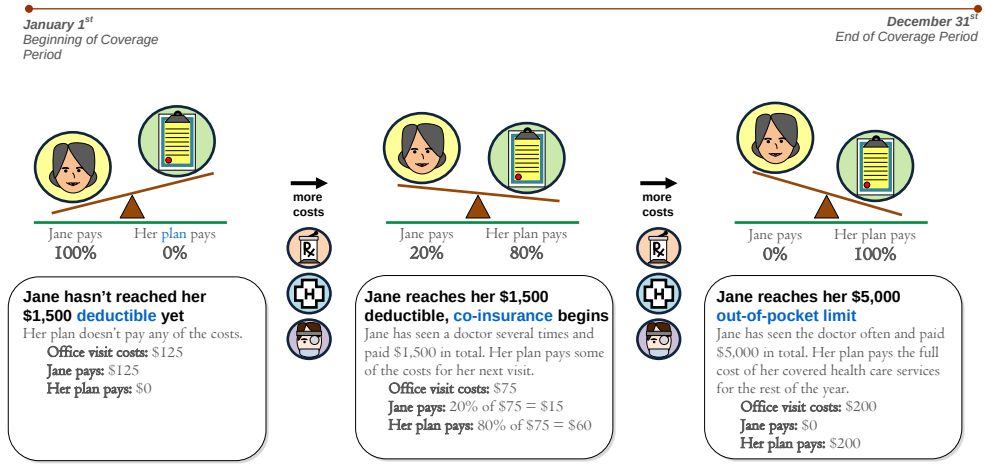
Specialist
A physician specialist focuses on a specific area of medicine or a group of patients to diagnose, manage, prevent or treat certain types of symptoms and conditions. A non-physician specialist is a provider who has more training in a specific area of health care.

UCR (Usual, Customary and Reasonable)
The amount paid for a medical service in a geographic area based on what providers in the area usually charge for the same or similar medical service. The UCR amount sometimes is used to determine the allowed amount.

Urgent Care
Care for an illness, injury or condition serious enough that a reasonable person would seek care right away, but not so severe as to require emergency room care.

How You and Your Insurer Share Costs - Example

Jane's Plan Deductible: $1,500 **Co-insurance:** 20% **Out-of-Pocket Limit:** $5,000



Success and the Growth Mindset

April M. Darnell
Fulbright Skills for Academic Success
Kansas State University

1

Source credit:

This lesson was developed by April Darnell (April 22, 2015) with materials suggested by a lesson plan from Khan Academy. Khan Academy (www.khanacademy.org) is a 501(c)(3) nonprofit organization that provides free, quality online educational materials to everyone, everywhere.

All Khan Academy content is available for free at www.khanacademy.org.

2

Getting started

- 1) Do you think **intelligence** can be developed, or do you think your level of intelligence is something you were born with?

  Why do you have this opinion?

- 2) If you think intelligence **can** be developed, what kinds of things could you do to make yourself smarter?

3

Video 1

Neuron – A nerve cell that receives and sends electrical signals over long distances within the body. Very simply, thoughts are messages passing from one neuron to another, from one part of the brain to another.

Watch Video 1:
https://www.youtube.com/watch?v=WtKJrB5rOKs

4

Understanding Video 1

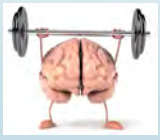
- According to the video, can your level of intelligence change?
- What does the diagram on the video of the neurons "At birth vs. At age 6" demonstrate?
- What does the video say our brains are like?
- How do we get our muscles to grow?
- According to the video, what helps your brain grow the most?

5

Video 2

- As you watch this next video, listen for the definition of **neuroplasticity**.

- Watch Video 2:
- https://www.youtube.com/watch?v=ELpfYCZa87g



6

Understanding Video 2

- According to the video, what have scientists recently learned about how the brain works?
- Neuroplasticity is the ability of your _____ to _____.
- How are the **neural pathways** in your brain like roads?
- How is this new knowledge about **neuroplasticity** good news for students?

7

Think about this…

- What are you good at? Is there anything that you think you have a natural talent for?

- Is there anything you have tried to do unsuccessfully?
- Is there anything you think you are just not good at?

8

Learning from Carol Dweck

- **Dr. Carol Dweck** is one of the world's leading researchers in the field of motivation, and she is a professor of psychology at Stanford University. Her research has focused on why people succeed and how to foster success.
- Dweck wrote a popular book called *Mindset: The New Psychology of Success.*
- A ***mindset***, according to Dweck, is a belief that people hold about themselves. Believing that you are either "intelligent" or "unintelligent" is a simple example of a mindset.
- People may also have a mindset related their personal or professional lives—"I'm a good teacher" or "I'm a bad parent," for example.
- Whether or not you are even aware of your mindset, what you believe about yourself can have a great influence on your success in life, Dweck says.

9

Fixed vs. Growth Mindset

- Dweck has done a lot of research about the difference between "fixed" and "growth" mindsets.
- According to Dweck, in a **fixed mindset**, people believe their basic qualities, like their intelligence or talent, are simply unchangeable traits, or qualities they are born with. Fixed mindset people don't spend any time trying to improve their intelligence or develop talents because they think these can't be changed. They also believe that talent alone creates success—without any special effort.
- In contrast, people with a **growth mindset** believe that their most basic abilities can be developed through hard work—brains and talent are just the starting point. What you do with these is up to you.

10

What Dweck's research means for students

- Dweck's research suggests that students who have adopted a **fixed mindset** may not try as hard to learn or may avoid challenges.

  Fixed mindset students say to themselves--

  "**I'm dumb**. There is no need to try to learn this because I'm dumb and I can't learn it."

  or

  "**I'm smart**. If I try hard and I can't learn this, people will think I'm not really smart."
- Dweck also says that when students with **fixed mindsets** fail at something, as everyone does sometimes, they tend to tell themselves they can't or won't be able to do it ("I just can't learn Algebra"), or they make excuses to rationalize the failure ("I would have passed the test if I had had a better teacher").
- On the other hand, students with a **growth mindset** believe that they can learn more or become smarter if they work hard and keep trying, so these students may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

11

What about you?

- Do you think you have a fixed mindset or a growth mindset?
- How has your mindset affected your academic performance (including choice of major)--positively or negatively?
- If your educational experience up to now has been based on a fixed mindset, do you think it is possible to change?

12

Watch these videos and discuss:

- This video summarizes what we have covered and adds an important point for students:
- https://www.youtube.com/watch?v=Xv2ar6AKvGc
- Fill in the blanks: "No matter where a person is _____, they can always _____ with _____, good _____, and _____!"

- This video describes one college football star's proudest moment
- https://www.youtube.com/watch?v=uPLwQm2y83E&list=PLkAVUURATZSe51t6LzZxPd0H8-bpB088N&index=9
- What did Malcolm Mitchell do when he faced the challenge of poor reading skills? What does he say about his football skills?

13

Changing to a growth mindset

- Carol Dweck says that you <u>can</u> change your mindset if you tell yourself:

- "Maybe I can't do this now, but I can change my brain. I can work hard and keep trying, and I can improve."
- Instead of saying, "I'm just not good at this!" you can say to yourself, "I'm not good at this **yet**!"
- **<u>Not yet</u> is a very powerful idea!**

14

What Carol Dweck says about the power of "yet"

- https://www.youtube.com/watch?v=hiiEeMN7vbQ

15

Additional References

- The Glossary of Education Reform https://www.edglossary.org/growth-mindset/

16

Research Compliance Overview - IRB

1

University Research Compliance Office

203 Fairchild Hall – Lower Mezzanine, Manhattan KS 66506
Phone: (785) 532-3224, fax: (785) 532-5944
email: comply@ksu.edu
http://www.k-state.edu/comply/

Heath Ritter - Acting Associate Vice President for Research Compliance

Heath Ritter - Director

Megan Trapp – IACUC Coordinator

Lisa Brummett - Export Controls Compliance Officer

Greg Peterson – IBC Coordinator

MaKenna DeHart – Senior Administrative Assistant

2

The University Research Compliance Office (URCO) has responsibility for regulatory oversight of:

- Research involving Human Subjects (IRB)
- Research, testing, or teaching involving animals (IACUC)
- Research using recombinant DNA, toxins, or infectious agents (IBC)
- Research involving Controlled Unclassified Infromation(CUI)

The URCO has developed a comprehensive homepage for personnel involved in the activities listed above. The site contains applications for all three compliance committees and online training materials. The URL for the research compliance homepage is http://www.k-state.edu/comply/

3

"It is easier to ask for forgiveness than to ask for permission"

Not a good strategy for dealing with compliance issues!!

4

Immediately after World War II, many questions were raised about the ethical propriety of use of human subjects in biomedical research.

Nuremberg War Crimes Trials 1946

As a result of the revelations of serious abuses of human research subjects during the Nuremberg War Crimes Trials, The Nuremberg Code was formulated. It set standards for physicians and scientists using human subjects and was the Prototype code for human subjects research

5

The study lasted nearly 40 years
(Courtesy National Archives)

Infamous Cases: The Tuskegee Syphilis Study

- Men were recruited under false pretenses (free treatment)
- No informed consent
- Effective treatment withheld causing many unnecessary deaths (antibiotics)

6

In 1979, a blue-ribbon commission produced "The Belmont Report." The report developed three Basic Ethical Principles

1. Respect For Persons
2. Beneficence
3. Justice

7

The Belmont Report

Practical application of the the three Basic Ethical Principles of The Belmont Report leads to consideration of the following requirements

1. Informed Consent (Respect for Persons)
2. Risk/Benefit Assessment (Beneficence)
3. Equitable Selection of Subjects (Justice)

8

Research with Human Subjects

45 CFR Part 46 is the federal law that deals with human subjects research. According to Federal Regulations and University Policy, all research involving human subjects must receive prior review and approval from the Institutional Review Board (IRB).

"The Common Rule"

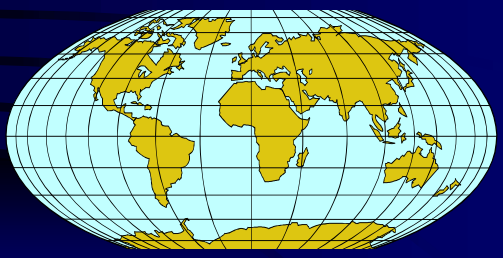
9

KSU has negotiated a formal agreement with the Office for Human Research Protection (OHRP) called a **"Federalwide Assurance."** In it, we commit to performing research with human subjects in strict accordance with "Terms" detailed in the Assurance.

The KSU **Federalwide Assurance number is FWA00000865** and it can be found at **http://www.k-state.edu/comply/**

10

Approval by The Committee on Research Involving Human Subjects (IRB) is fundamental to the conduct of human subjects research at KSU, and at other research institutions both inside and outside the U.S.



If research is performed in another country, applicable human subjects laws there must be followed

11

Research Involving Human Subjects

At KSU, the Institutional Review Board (IRB) is called **"The Committee for Research Involving Human Subjects."** The committee has oversight responsibility for research activities that have people as subjects.

12

Federal regulations and the KSU FWA apply to all research involving human subjects.

- **Research** means a **systematic investigation,** including research development, testing and evaluation designed to develop or contribute to **generalizable** knowledge.
- **Human Subject** means a **living individual** about whom an investigator conducting research:
  - **Obtains** information or **biospecimens** through intervention or interaction with the individual, and use, study, or analyze the information or **biospecimens**; OR
  - **Obtains,** uses, studies, analyzes, or generates identifiable private information or **identifiable biospecimens.**

13

Before beginning an activity involving people, you need to answer three critical questions about it:

?

1. Is the activity in which you will be engaged **RESEARCH,** as defined in 45 CFR 46
2. Will the activity involve **HUMAN SUBJECTS** (as defined in 45 CFR 46)
3. Does the activity require **IRB REVIEW and APPROVAL**

14

Three Basic IRB Actions

- **Full Committee Review**
  - Activity exceeds "Minimal Risk"
- **Expedited Review**
  - Activity poses no more than "Minimal Risk"
  - Similar to every day risks

  - Activities involving **minors** and some other protected groups, i.e. prisoners, etc. cannot be exempt!
- **Exempt IRB Review (limited IRB review)**
  - Minimal to no risk
  - Identity protected
- **Not Human Subjects Research**

15

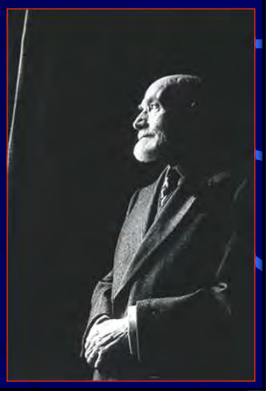
Identifying Risks

- **Social and psychological risks are real risks**
- **IRB's should not rely solely on investigators to identify risks. They should use investigator's knowledge coupled with resident or consultative expertise of the IRB to identify risks.**

16

Examples of Social and Psychological Risks

- **Emotional distress**
- **Psychological trauma**
- **Invasion of privacy**
- **Embarrassment**
- **Loss of social status**
- **Loss of employment**



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Informed Consent is one of the most important parts of Human Subjects research. The consent process is a negotiation between the researcher and each potential participant, and requires clear and appropriate communication by researchers -

coupled with respect for the autonomy of the individual considering research participation

Elements of Informed Consent

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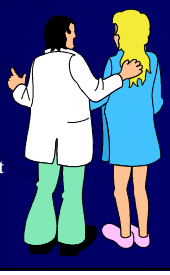
One reason IRBs are necessary is because research investigators have an inherent conflict of interest. They should be dedicated to promoting the welfare of individuals, but as researchers, they seek to generalize knowledge applicable to persons or groups other than the individuals in their studies. The second goal may be in conflict with the first.



IRBs, on the other hand, have one paramount responsibility: To protect the rights and welfare of human subjects

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Public Access to Information

Both the federal government and the State of Kansas have laws for facilitating public access to information. Consequently, KSU documents associated with research, testing and teaching activities including individual research protocols and reports, are subject to request by interested parties.

Remember that your research protocols may be requested and closely scrutinized for content and/or regulatory compliance by any number of individuals or groups with varying interests or agendas. Therefore it is important for both you and the university that research or teaching protocols are coherent, accurate, and adequately comply with both the spirit and the letter of applicable laws, regulations and guidelines

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Being prepared is GOOD in research compliance!

Being unprepared or surprised is almost always BAD!

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Applicable Laws, Regulations, and Policies

The Bottom Line::::

Research using humans, animals, or infectious, toxic, or genetically modified materials is heavily regulated, and is scrutinized by many different entities.

Compliance is a university priority and is basically the "Cost of Doing Business"

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Regulatory Research Compliance

Institutional Animal Care and Use Committee (IACUC)
Dr. Sally Olson (2-5640)

Institutional Review Board (IRB)
Dr. Sara Rosenkranz (2-3224)

Institutional Biosafety Committee (IBC)
Dr. Harold Trick (2-1426)

Heath Ritter
Megan Trapp
Greg Peterson
MaKenna DeHart
Lisa Brummett

The University Research Compliance Office, 203 Fairchild Hall, 532-3224, comply@ksu.edu, http://www.k-state.edu/comply/

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