

**FULBRIGHT**

**KANSAS STATE**  
**UNIVERSITY**

English Language Program

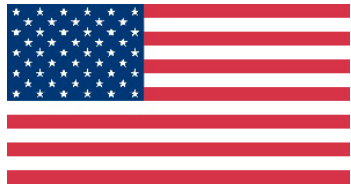
# **Pre-Academic Program Handbook**

**July 22-August 11, 2023**

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English Language Program

July 24, 2023

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 24 – August 11, 2023

### Class Schedule

	<b>Group A</b>	<b>Group B</b>
<b>9:00 -11:30 a.m.</b>	<b>Advanced Integrated Skills</b> Leadership 113 Greta Climenhaga and Viktorija Gramp	<b>Advanced Integrated Skills</b> Kedzie 127 Greta Climenhaga and Viktorija Gramp
<b>11:30 a.m. – 1:00 p.m.</b>	<i>Lunch</i>	
<b>1:15 – 2:15 p.m.</b>	<b>Skills for Academic Success</b> Fairchild 203A Tim Peverill	
<b>2:30 – 3:20 p.m.</b>	<b>Workshops and Presentations</b> Fairchild 203A	
<b>3:30 – 4:20 p.m.</b>	<b>Workshops and Presentations</b> Fairchild 203A	

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# Fulbright English for Graduate Studies Pre-Academic Program - 2023 Schedule



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English Language Program

The listed activities are **mandatory** unless indicated otherwise.

**Transportation is provided** for the **optional** cultural activities listed in this schedule.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 23	July 24	July 25	July 26	July 27	July 28	July 29
9:00-11:30 Class Leadership Studies 113 & 127		9:00- 12:00 Welcome & Orientation (Fairchild 203A)	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Field Trip to Topeka  9:00am –_Boarding the bus
1:15-2:15 Class Fairchild 203A	1:00 – 3:00 Walmart Shuttles	Check- in for IIE 1:15-3:00 p.m.  (Get ID)	Skills for Academic Success (SFAS): Course Policy, Basics of Instruction U.S. Institutions of Higher Education	SFAS: Communication & Story	SFAS: PowerPoint Presentations - Workshopping PowerPoints	SFAS: Lecture and small group discussion on Personal Action Plan and Goals, Starting on an action plan	(Capitol Tour, 11:00 a.m.-12:15 p.m.
2:30-3:30 Workshop Fairchild 203A			Hale Library Tour	Presentation Zen Tim Peverill	<i>(Optional)</i> Advanced Pronunciation Coaching Cary Chappell	Legal Issues of International Students Leena Chakrabarti	Sack lunch in the small lunchroom, First Floor Capitol Building
3:30- 4:20 Fairchild 203A	Free Time	Tour of Campus 3:00-4:00 p.m.	Using Library Databases (Carol Sevin) Hale Library,2nd floor entrance	<i>(Optional)</i> Tour of Manhattan via ATA bus (Red Bus)	How to successfully navigate Graduate School Claudia Petrescu	<i>Housing Help presentation</i> Free time for work or working on housing	Brown vs. Board of Education, 1:30-2:45 p.m.  3:00 p.m. Board bus back to Manhattan
Evening	<b>6:00 – 8:00</b> Welcome Pizza Dinner <a href="#">Frith Com. Center</a>	Free Time	7:00-8:15pm <i>Optional Tour</i> <a href="#">Recreation Center</a>	<i>(Optional Activities):</i> <a href="#">Recreation center, etc.</a>	<i>(Optional Activities):</i> <a href="#">Recreation center, etc.</a>	<i>(Optional)</i> 7:30-9:30 pm <a href="#">Arts in Park</a>	Riley County Fair and Rodeo 6:30-9:00 p.m.

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July – August 2023

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 30	July 31	August 1	August 2	August 3	August 4	August 5
9:00-11:30 Class Leadership Studies 113 & 127	<i>Optional</i> Church visits  Rockhills Church	9:00 – 12:00 Fulbright Presentation by IIE	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills <b>Fairchild 202 &amp; 203A</b>	10:00-11:30 Flint Hills Disc Center
1:15-2:15 Class Fairchild 203A	10:30-11:45  <a href="#">St. Isidore's</a>  9:30-10:45  Free Time to relax or explore Manhattan	SFAS: Collect Personal Action Plan, Vocabulary Strategies, Finding and Using Field-specific Vocabulary	SFAS: Culture Teacher and Student Expectations, F2F and online classes Methods of Instruction, Seminar method	SFAS: Healthy GPA Email Communication, Write introduction email to adviser or graduate program director	How to deal with current events- discussion Leena Chakrabarti	SFAS: Using AI Appropriately and Effectively	K-State Insect Zoo <i>(Optional)</i> K-State Call Hall Dairy Bar – Ice cream treat <i>(Optional)</i>  2 groups 1:30-3:00p
2:30-3:20 Workshop Fairchild 203A	2- 4 pm Visiting the local <a href="#">Sunset Zoo</a> <i>(Optional)</i>	Safety Tips & Cultural Expectations in America Erin Freidline (Riley County PD)	Reality of Relationship Violence on College Campuses Stephanie Foran K-State CARE	Academic Integrity and Honor Code Dr. Camilla Roberts	Mental Health and Stress Management Dr. Marcos Mendez	Zotero: Organizing and Storing Citations Kendra Spahr, Hale Library	
3:30- 4:20 Fairchild 203A		Office hours for IIE / Free time in Fairchild 202	Diversity, Equity, inclusion and Belonging – Dr. Rana Johnson, Vice President for DEIB	<i>(Optional)</i> Graduate Teaching Assistant Responsibilities Mary Wood	U.S. Healthcare Dr. Campbell	Free Time	Free Time
Evening	Dinner with Friendship Families	7:00-8:00 pm Fulbright Grad. Student Panel	<i>(Optional activities)</i> Recreation center, campus lectures, plays or Friendship Family activities		Yoga Class 7:00-8:00 p.m. Rec Center	Free Time	Free Time

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July – August 2023

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	August 6	August 7	August 8	August 9	August 10	August 11	Aug 12
9:00-11:30 Class Leadership Studies 113 & 127	<i>Optional</i> 8:00-9:30am Konza hike  Free Time to relax or explore Manhattan	Advanced Integrated Skills	Advanced Integrated Skills <b>Fairchild 202 &amp; 203A</b>	Advanced Integrated Skills	Oral Presentations College of Business Building - Room 1078	8:30am – 10:00am Move to <i>Holiday Inn at the Campus</i>	
1:15-2:15 Class Fairchild 203A		SFAS: Success and Growth Mindset	SFAS: Concept of time in different cultures and Time Management	SFAS: Practice and Prepare Presentations – with constructive input	Oral Presentations College of Business Building - Room 1078		
2:30-3:30 Workshop Fairchild 203A		(Optional) Spouses and Children – Q&A Leena Chakrabarti	Research Compliance Overview – IRB Heath Ritter	SFAS: Practice and Prepare Presentations	Oral Presentations College of Business Building - Room 1078	2:30 – 4:30pm Closing Ceremony Regnier Hall Forum and Atrium	
3:30- 4:20 Fairchild 203A		Free Time	Free Time	Free Time			
Evening			5:00-9:00 pm Group A: Visit Bison Ranch and barn picnic	5:00 – 9:00 pm Group B: Visit Bison Ranch and barn picnic	Free Time-Prepare for Presentations	Packing	

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English Language Program

## Advanced Integrated Skills for Graduate Students Course Policy

### Summer 2023

<b>Instructor:</b> Greta Climenhaga	<b>Instructor:</b> Viktoria Gramp
<b>E-mail:</b> gretac@ksu.edu	<b>E-mail:</b> elguina@ksu.edu
<b>Office:</b> Fairchild 307	
<b>Main Office Phone:</b> 785-532-7324	<b>Class Time:</b> 9:00 a.m. – 11:30 p.m.
<b>Class Location:</b> Leadership Studies 113 ( <b>group A</b> ); Leadership Studies 127 ( <b>group B</b> )	
<b>Office Hours:</b> 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
<i>Grammar Choices for Graduate and Professional Writers, 2<sup>nd</sup> ed., by Nigel A. Caplan, 2019</i>	9780472037315	The University of Michigan Press
<i>Giving Academic Presentations, 2<sup>nd</sup> ed., Reinhart, 2013</i>	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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<p style="text-align: center;"><b>Student Learning Outcomes:</b></p> <p style="text-align: center;"><i>A student who successfully completes this course will be able to:</i></p>	<p style="text-align: center;"><b>Assessment</b></p>
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.
5. Use of AI in this class is not allowed. We would like to encourage critical thinking, problem-solving, and a deeper understanding of the language, which you cannot achieve if you rely on the help from artificial intelligence tools. We would like you to develop your own authentic voice to be able to communicate effectively in both writing and speaking.

### **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](mailto: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.

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

### GRADING POLICY:

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

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### **Students with Disabilities:**

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center  
accesscenter@k-state.edu  
785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

### **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](#).

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 using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

### **Wearing of Face Coverings:**

Kansas State University strongly encourages, but does not require, that everyone wear masks while indoors on university property, including while attending in-person classes. For additional information and the latest updates, see [K-State's face covering policy](#).

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## **Discrimination, Harassment, and Sexual Harassment**

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the [University's Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

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## Fulbright Advanced Integrated Skills: Academic Presentations

July 25-August 10, 2023

Greta Climenhaga

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

DATE	TOPIC	HOMEWORK	ASSESSMENT
Tuesday, July 25	Welcome to Class Course Policies	Skim/Look over Unit 1 in <u>Giving Academic Presentations</u> (GAP)	
Wednesday, July 26	PowerPoint: Formal Introduction Speeches Writing Interview Questions pg. 10/Interviewing each other <b>Assign Groups for Final Presentation</b>	Read Unit 1 GAP	Group Work
Thursday, July 27	<b>Present Introduction Speeches</b>	(Optional and Recommended Read Unit 2 GAP Describing an Object Exercises from Unit 2 ) Read GAP Unit 4	<b>Introduction Speech</b>
Friday, July 28	Finish Introduction Speech Begin Defining a Concept <i>Developing or Extending a Definition</i> <i>Organizational Patterns</i> <i>Opening Introduction</i> <i>Formal Definitions</i> <i>Defining Additional Terms</i> <i>Substitutions</i>		Group Work Online Homework

	<i>Evaluating Conclusions</i> <i>Pronunciation: Intonation and Noun Phrases</i>		
Monday, July 31	IIE Meeting NO CLASS		Prepare Concept Speech
Tuesday, August 1	<b>Individual Presentations: Concept Speech</b>	Read GAP Unit 5	<b>Concept Speech</b>
Wednesday, August 2	Finish Concept Speech Begin Problem/Solution		Group Work Online Homework
Thursday, Aug. 3	Problem/Solution Organization <i>Explaining Graphs</i> <i>Providing Evidence</i> <i>Hedging Strategies</i> <i>Qualifying Claims</i> <i>Providing an Overview</i> <i>Pronunciation: Unstressed Words and Syllables</i>		Group Work Online Homework
Friday, Aug. 4	Present Problem/Solution Speech	Weekend Homework: Read GAP Unit 6	<b>Problem/Solution Speech</b>
Monday, August 7	Finish Problem/Solution Speech Putting It All Together <i>Presenting Research</i> Pronunciation Work		Group Work Online Homework
Tuesday, Aug. 8	Putting It All Together <i>Presenting Research</i> Pronunciation Work	Work on Final Presentations	Group Work Online Homework
Wednesday, Aug. 9	Final Presentation Work	Work on Final Presentations	Group Work Online Homework
Thursday, Aug. 10	<b>Final Presentations</b>		<b>Final Speech Presentation</b>





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English Language Program

**Fulbright Advanced Integrated Skills: Academic Writing (Viktorija Gramp) - Summer 2023**

Textbook: Grammar Choices for Graduate & Professional Writers by Nigel A., 2<sup>nd</sup> ed. Caplan (later referred to as GC)

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

DATE	TOPIC	HOMEWORK / ASSESSMENT
Tuesday, July 25	<ul style="list-style-type: none"> <li>○ Welcome &amp; Overview (both instructors; both groups)               <ul style="list-style-type: none"> <li>● Icebreakers &amp; Intros</li> <li>● Course policies &amp; outlines</li> </ul> </li> <li>○ Canvas – global and course navigation</li> <li>○ Module 0:               <ul style="list-style-type: none"> <li>● K-State Libraries &amp; databases (e.g., Academic Search Premier &amp; ProQuest)</li> <li>● Google Scholar</li> <li>● Online English-English dictionaries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Graded:</b> Journal #1 (8 + 2 pts): Introduce yourself in a paragraph or two, share about your interests, hobbies, sports you like, etc.               <ul style="list-style-type: none"> <li>● Journal due Tuesday (11:59 p.m.)</li> <li>● Responses due Thursday</li> </ul> </li> </ul>
Wednesday July 26	<p><b>GC (Unit 1</b> selective pages):</p> <ul style="list-style-type: none"> <li>○ Clause (S + V) (table 1.1)</li> <li>○ Word order in noun phrase (table 1.2)</li> <li>○ Types of verbs (action, reporting, linking) (tables 1.4 &amp; 1.5)</li> <li>○ Linking verbs 1.7 + ex. 15 on p. 21</li> <li>○ Refer to evaluative language as time permits (only p. 153)</li> <li>○ Error correction &amp; sentence rewriting</li> <li>○ Three levels of meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Graded:</b> Journal #1 responses due Thursday</li> <li>○ Reread parts of Unit 1 as needed</li> </ul>
Thursday, July 27	<p><b>GC (Unit 2</b> selective pages):</p> <ul style="list-style-type: none"> <li>○ Punctuation (slides)</li> <li>○ Independent (finite) and dependent (finite &amp; non-finite) clauses</li> <li>○ Simple, compound, &amp; complex sentences</li> <li>○ FANBOYS &amp; subordinating conjunctions (because, if, after), &amp; conjunctive adverbs</li> </ul> <p>*Copy of pp. 31-32 from “Beyond the Sentence” textbook</p> <ul style="list-style-type: none"> <li>○ Non-restrictive relative clauses &amp; -ing clauses</li> </ul>	<ul style="list-style-type: none"> <li>○ Reread parts of Unit 2 as needed</li> <li>○ Review slides on punctuation</li> <li>○ <b>Read</b> 2.6 Logic &amp; Clause Combination (40-44)</li> <li>○ <b>Complete</b> ex. 10 on pp. 42-43 in pencil in the book. Be ready to discuss.</li> <li>○ <b>Graded:</b> punctuation worksheet</li> </ul>
Friday, July 28	<p><b>GC (Unit 2</b> selective pages cont-d):</p> <ul style="list-style-type: none"> <li>○ Punctuation review/summary</li> <li>○ Editing (textbook ex-s and examples from st-t journals)</li> <li>○ Fragments, run-ons, &amp; comma-spliced sentences</li> <li>○ Combining clauses</li> <li>○ Ex. 12 – in class as time permits</li> <li>○ Parallel structure pp. 49-51</li> </ul>	<ul style="list-style-type: none"> <li>○ Complete ex. 12 on pp. 46-47 in pencil in the book (if not done in class)</li> <li>○ <b>Graded:</b> Define an invention in your field (ex. 11 on p. 44; rubric)</li> <li>○ <b>Online quiz:</b> punctuation &amp; sentence structure (20 pts)</li> </ul>

Monday, July 31	<p style="text-align: center;">No class <b>Fulbright presentation by IIE advisor</b></p>	<p style="text-align: center;">No class <b>Fulbright presentation by IIE advisor</b></p>
Tuesday, August 1	<p><b>GC (Unit 3):</b></p> <ul style="list-style-type: none"> <li>○ Adjective clauses (briefly)</li> <li>○ Ex. 2 – p. 57 – writing definitions</li> <li>○ Sentence definition &amp; completion</li> </ul> <p>Noun clauses (3.3 &amp; 3.4) &amp; paraphrase (including ex. 6 on p. 64 &amp; ex. 10 on p. 170) – as time permits and/or for self-study</p>	<ul style="list-style-type: none"> <li>○ Reread the discussed parts of Unit 3 as needed</li> <li>○ <b>Read</b> pp. 65-66</li> <li>○ <b>Complete</b> ex. 8 on p. 67 in pencil in the textbook. Be ready to discuss.</li> <li>○ <b>Graded:</b> Journal #2 (8 + 2 pts) – topics TBD: <ul style="list-style-type: none"> <li>• Journal #2 due Wednesday (11:59 p.m.)</li> <li>• Responses due Thursday</li> </ul> </li> </ul>
Wednesday, August 2	<ul style="list-style-type: none"> <li>○ Editing exercises (textbook + students' journals)</li> <li>○ Summarizing &amp; paraphrasing <ul style="list-style-type: none"> <li>• Paraphrasing techniques</li> <li>• Formulaic language (Eli Hinkel)</li> <li>• <b>Unit 7:</b> Skeletal sentences (7.5 – pp. 171-172)</li> <li>• Paraphrase vs. summary vs. synthesis</li> <li>• Short summary writing (pair/group work)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Graded:</b> Journal #2 responses due Thursday</li> <li>○ <b>Read the article</b> “Plain English A study of Plain English Vocabulary and International Audiences” by Emily A. Thrush. Be ready to discuss. (due Thursday)</li> <li>○ <b>Read the articles</b> “How to Read an Academic Article” &amp; “Reading a Paper” (more details to come) (due Friday)</li> </ul>
Thursday, August 3	<ul style="list-style-type: none"> <li>○ GC (<b>Unit 5</b>; pp. 127-129)</li> <li>○ Nominalization for coherence &amp; unity (ex. 14 &amp; 15)</li> <li>○ The History of English (short PPT)</li> <li>○ Germanic vs. Latinate vocabulary + worksheet</li> <li>○ Synonyms of English phrasal verbs (handout)</li> <li>○ Genre comparison (handout) – for self-study if no time</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Online quiz</b> on Germanic vs Latinate vocabulary</li> <li>○ <b>Graded:</b> Paraphrase a paragraph or two from one of the three articles (see above)</li> </ul>
Friday, August 4	<ul style="list-style-type: none"> <li>○ GC (<b>Unit 8:</b> 8.1 &amp; 8.3) <ul style="list-style-type: none"> <li>• Information flow (unity &amp; coherence)</li> <li>• Controlling the theme</li> <li>• S-ce writing (ex. 3, etc.)</li> </ul> </li> <li>○ <b>How to Read an Academic Article &amp; Reading a Paper</b> – discussion</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Reread</b> 8.1 &amp; 8.3 as needed</li> <li>○ <b>Read</b> 8.4 Paragraph Patterns on pp. 184-191. Be ready to discuss in class.</li> </ul>

Monday, August 7	<ul style="list-style-type: none"> <li>○ GC (<b>Unit 8</b>; pp. 184-191) <ul style="list-style-type: none"> <li>• Paragraph patterns</li> <li>• Language analysis (ex. 5 on pp. 188-189) &amp; Grammar in Your Discipline on p. 191 – finding examples of patterns in articles</li> <li>• Common mistakes native speakers of English make (handout) – as time permits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Read</b> pp. 133-138 (Unit 6)</li> <li>○ <b>Complete</b> the tasks on pp. 133-136 in pencil in the book.</li> </ul>
Tuesday, August 8	<p><b>GC (Unit 6;</b> pp. 133-138 + 139-144; 153-156)</p> <ul style="list-style-type: none"> <li>○ Hedging, boosting, positioning <ul style="list-style-type: none"> <li>• Modals (ex. 1, 2 on pp 138-139)</li> <li>• Would (ex. 4 on p. 141)</li> <li>• Adverbs (ex. 5 on p. 144)</li> </ul> </li> <li>○ Evaluative language (p. 153 – reporting verbs – review + ex. 12; action verbs + descriptive adj-s + linking verbs – pp. 154-15 – connotations</li> <li>○ Ex. 12 &amp; 13 (pp. 155-156)</li> </ul> <p><b>GC (Unit 7)</b> – start as time permits</p>	<ul style="list-style-type: none"> <li>○ Reread the discussed parts of Unit 6 as needed</li> <li>○ <b>Read</b> 6.6 Evaluative language on pp. 153-155 &amp; <b>complete</b> ex. 12 in pencil in the book to be ready to discuss in class.</li> <li>○ <b>Read</b> 6.4 Conditionals &amp; 6.5 Comparatives (optional/self-study)</li> </ul>
Wednesday, August 9	<p><b>GC (Unit 7;</b> pp. 158-174)</p> <ul style="list-style-type: none"> <li>○ Selective activities</li> <li>○ Collocations and Corpus Searching (using dictionaries, COCA, MICUSP, &amp; Google)</li> <li>○ Work on Final Presentations</li> </ul>	<ul style="list-style-type: none"> <li>○ Work on Final Presentations</li> </ul>
Thursday, August 10	<p><b><i>Final Speech Presentations</i></b></p>	<p><b><i>Final Speech Presentations</i></b></p>

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](http://fulbright.state.gov).

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

## Fulbright Skills for Academic Success Seminar

### Course Policy: Summer 2023

**Instructors:** Tim Peverill & Leena Chakrabarti

**Office Phone:** 785-532-7324

**Office:** Fairchild 307 (Tim) & 205 (Leena)

**E-Mail:** [timpev@ksu.edu](mailto:timpev@ksu.edu) and [leena@ksu.edu](mailto: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, Legal Issues for International Students, Understanding Health Resources, 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.

#### Seminar Objectives

##### Students will ...

- learn about different types of higher educational institutions and structures within an institution.
- study degrees and course systems (numbering, mandatory, electives, and GPA).
- review how to navigate the university library system, including databases, and how to find scholarly and peer reviewed resources.
- learn about the importance of academic integrity and avoiding plagiarism.
- be introduced to U.S. academic vocabulary resources specific to graduate level and program study.
- become familiar with different types of classroom management and the seminar method of instruction.
- research specific degree requirements for the institution they will be attending and for the degree they will be pursuing.
- practice how to communicate effectively with university professors and peers verbally and in writing.
- learn about the basics of interpersonal relationships in U.S. academic settings, including group dynamics and cooperative learning.
- learn about and practice how to effectively manage and organize time.

#### How Students Can Demonstrate Accomplishment of Objectives

##### Students should ...

- Be on time; be prepared, and actively participate in activities and discussions.
- Attend all sessions and related workshops.

- Bring the provided notebook each day and take notes
- Complete in-class tasks and submit to instructor for grading and feedback.
- Apply the information from the class sessions in a final presentation.

**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 areas.

Participation, Punctuality, Preparedness: 80%  
Assignments: 20%

**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. In this class, attendance and participation will be monitored and recorded. Coming on time is very important. Being fully engaged in class activities is expected.

**Electronic Devices Policy:**

Cell phones, iPods, laptop computers, or other electronic devices **MUST BE SILENCED** during class. Unless required for a class activity, students should keep them in their backpacks or bags, out of view. Students may lose participation points for cell phone use.

**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](http://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](mailto:accesscenter@k-state.edu), 785-532-6441; for K-State Polytechnic campus, contact Academic and Student Services at [polytechnicadvising@ksu.edu](mailto: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 © 2023 Tim Peverill 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.



# Expectations

Be on time, actively participate in activities and discussions.  
 Bring your **book** every day.  
 Take **notes**.  
 Attend all sessions and workshops.  
 Complete in-class tasks and submit them to instructor for grading.  
 Check **email** daily.

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# Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	July 24 Course Policy, Basics of Instruction, (Tim) U.S. Institutions of Higher Education (Leona)	25 Communication & Story (Tim)	26 Presentation Zen (Tim)	27 Workshopping Powerpoints (Tim)	28 Lecture and small group discussion Personal Action Plan and Goals, Starting on an action plan (Leona)
Week 2	July 31 Collect Personal Action Plan, Vocabulary Strategies, (Tim)	Aug 1 Study Skills, US Classroom Culture, Teacher and Student Expectations, Methods of Instruction, (Leona)	2 Healthy GPA (Tim) Email Communication (Tim)	3 Promunciation Resources (Tim)	4 Using AI Appropriately and Effectively (Tim)
Week 3	Aug 7 Success and Growth Mindset (Tim)	8 Practice and Prepare	9 Oral Presentations All Day	10	11

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Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life."

**Amy Poehler**

9/3/20XX Presentation Title

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This photo by Unknown author is licensed under CC BY.

**US Higher Education: Structures and Systems**  
 Day 1  
 Dr. Leena Chakrabarti  
 leena@ksu.edu

**KANSAS STATE UNIVERSITY**

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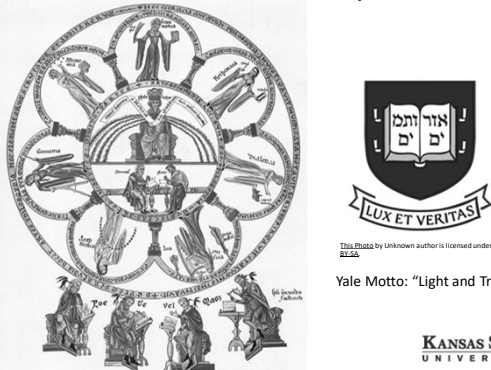
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### Different Types of Higher Educational Institution: History



This photo by Unknown author is licensed under CC BY-SA.

Yale Motto: "Light and Truth"

**KANSAS STATE UNIVERSITY**

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### Different Types of Higher Educational Institution: History

USDA United States Department of Agriculture National Institute of Food and Agriculture

NIFA LAND-GRANT COLLEGES AND UNIVERSITIES



**KANSAS STATE UNIVERSITY**

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### Types of Higher Educational Institutions: Now

- Religious colleges, train priests, seminary
- 2-year colleges or junior colleges or vocational school
  - Associate Degrees, certifications
- 4-year colleges (non-university)
  - liberal arts college
  - institute of technology or technical college
  - academy, police academy
  - conservatory, study of music and other arts



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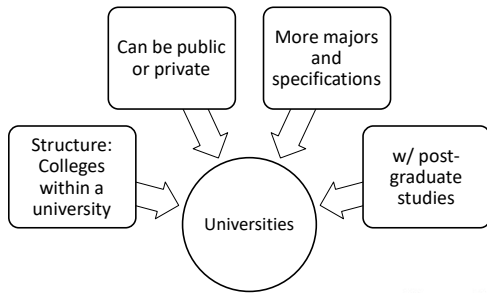
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### Types of Higher Educational Institutions: Now



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### Structures within Higher Educational Institutions

- Governing Boards
  - Board of Trustees
  - Advisory Boards / Faculty Senate / SGA / etc.
- The President
  - Alumni & Foundations (\$)
  - Athletics Department (\$)
- Provost
  - Colleges and Deans
    - Department Heads / Chairs 
    - Faculty 
- Administration and Staff
- Students and Advisors 



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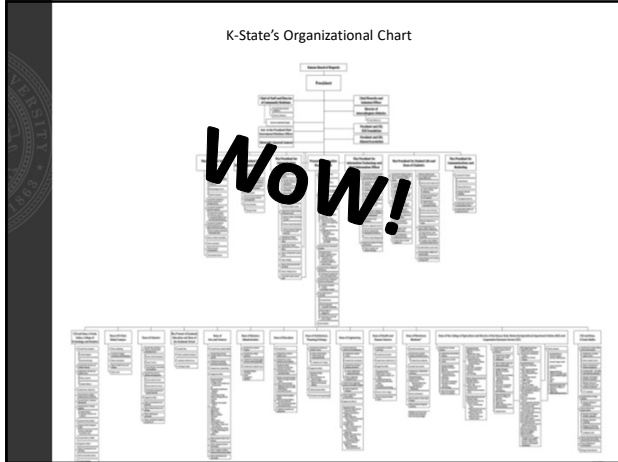
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Dr. Don Saucier, Department of Psychology

Lessons Learned as a Faculty Senate President

KANSAS STATE UNIVERSITY

This slide features a title at the top: "Dr. Don Saucier, Department of Psychology". Below the title is an illustration of two human heads in profile, facing each other, with stylized brain patterns inside. Underneath the illustration is the main title: "Lessons Learned as a Faculty Senate President". At the bottom right corner, the Kansas State University logo is visible.

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Discuss:

Was there anything that Dr. Saucier talked about that surprised you?

KANSAS STATE UNIVERSITY

The slide is designed for a discussion. It starts with the word "Discuss:" followed by two speech bubble icons. Below this is the question: "Was there anything that Dr. Saucier talked about that surprised you?". To the right of the question is a simple icon of a person with arms outstretched. The Kansas State University logo is at the bottom right.

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"Shared governance" in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards and, sometimes, students and staff participate in the development of policies and in decision-making that affect the institution.

-Definition from State University of New York  
<https://www.suny.edu/about/shared-governance/sunyvoices/cgi-toolkit/shared-governance/>



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## Degrees and Course Systems

### Level of the Course (First Digit)

- 1 and 2, indicate underclass courses
- 3 and 4, mid-level class courses
- 5 and 6, upper-level, professional-level
- 7, 8, 9, graduate courses

- AP 925 - Advanced Physiology
- AP 995 - Problems in Physiology
- AP 999 - Research in Physiology
- ARAB 101 - Arabic I
- ARAB 102 - Arabic II
- ARAB 309 - Arabic III
- ARAB 301 - Arabic IV
- ARAB 501 - Arabic V
- ARAB 502 - Arabic VI
- ARAB 549 - Special Studies in Arabic
- ARCH 240 - Science, Technology, and Architecture
- ARCH 248 - Fundamentals of Architectural Technology
- ARCH 265 - Basic Problems in Architectural Design
- ARCH 274 - Digital Architecture I
- ARCH 290 - Architecture Through the Ages
- ARCH 301 - Appreciation of Architecture



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## Questions You Should Ask

- How many course credits for your graduate degree?
- How many courses does that equal?
- How many electives are you allowed to take?
- How should you choose electives?
  - Each student is typically allowed to choose two or three elective classes from any department within the university.
  - Remember: your electives should have some relevance to your program of study.
- ASK YOUR FACULTY ADVISER!



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# Using Library Resources

Carol Sevin, Academic Services Librarian  
K-State Libraries

[bit.ly/fulbright\\_resources](https://bit.ly/fulbright_resources)

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## 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

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## 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](https://bit.ly/fulbright_resources)

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## Google Scholar

Improve access

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

Features

- Cited by
- Create alert

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## Library Databases

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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



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### 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](http://bit.ly/fulbright_resources) ,

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## Common Features of Databases

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### 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

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### 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](#)

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### 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](#)

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### Research skills

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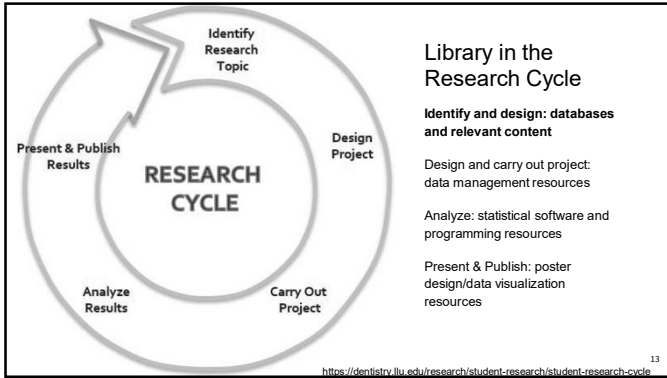
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### New Literacies Alliance

- 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/>

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### 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

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### 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

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### Innovation/makerspaces

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**Thank you!**  
**Questions?**

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## Communication and Story-Telling – Michael Wesch Video

### Discussion Questions:

1) In your American university life, you will be expected to communicate various people for various reasons. Quickly list some of those communication audiences and purposes below.

Audience/participants	Purposes

2) Wesch says,

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*“The tragedy of our times is that we are more connected than ever but feel more disconnected.”*

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Do you agree? Why or why not?

Watch Video

3) Wesch lived among people in New Guinea who were recently exposed to the outside modern world.  
**How were stories important for them?**

4) Wesch says,

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*“Stories (are) not just for entertaining or informing – they define the world, populating the environment with meaning and significance.”*

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- What do you think of this quote?
- Do you see ways that shared stories define the world, giving it meaning and significance?  
... in your family, nation, religion, peer group, field of study

5) Wesch said the people, “lived inside their stories” and that the stories were ...

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*“not things to be consumed but platforms for connection, participation, spontaneity, mystery, immersion, and involvement.”*

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- To what extent do you think that this is true for your home context?
- If you are not from a “WEIRD” country, what about for the WEIRD context? (WEIRD means Western, Educated, Industrial, Rich, and Democratic)

6) Every form of media brings new ways to connect, but it also diminishes some other ways to connect.  
How does the media itself shape our ideas?

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*Every change brings some loss – often unintended, unnoticed, and unexpected loss.*

---

7) What aspects of communication are in danger of being lost in our societies?

8) Do you see a place for stories to connect people in your field and in academia?

Story of “Bean Twos”

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*“We don’t see with our eyes, after all, but with our whole biographies.”  
Mónica Guzmán, author of “I Never Thought of it that Way”*

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From Chat GPT

Briefly explain the importance of using stories to communicate in a postmodern world.

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In a postmodern world, where traditional narratives and grand metanarratives have lost their dominance, stories have become increasingly important as a means of communication. Here are a few reasons why using stories is crucial in this context:

1. **Subjectivity and Plurality:** Postmodernism questions the existence of objective truth and emphasizes the diversity of perspectives. Stories allow for the expression of subjective experiences and multiple viewpoints. They acknowledge that truth is often contextual and can vary from person to person. By embracing the multiplicity of narratives, stories help us understand and appreciate different realities.
2. **Engagement and Empathy:** Stories have a unique ability to engage and captivate an audience. They create an emotional connection and generate empathy by transporting listeners or readers into the world of the story. In a fragmented postmodern society, where people often feel disconnected and alienated, stories offer a sense of shared experience and foster understanding among individuals.
3. **Deconstruction and Critique:** Postmodernism is characterized by a critical approach to established structures and power dynamics. Stories can be used to deconstruct and critique existing narratives, revealing hidden biases and exposing social, political, or cultural injustices. They provide a platform to challenge dominant ideologies and stimulate critical thinking, encouraging a more nuanced understanding of complex issues.
4. **Reconstruction and Meaning-Making:** While postmodernism questions overarching meaning and universal truths, it does not negate the human need for meaning-making. Stories offer a way to construct personal and communal meaning in a world where traditional sources of meaning may be eroding. They provide frameworks for interpreting experiences, shaping identities, and creating shared values and beliefs.
5. **Creativity and Imagination:** In a postmodern context characterized by fragmentation and uncertainty, stories offer a space for imagination and creativity. They allow for the exploration of possibilities, the envisioning of alternative futures, and the creation of new narratives. Stories can inspire innovation, challenge the status quo, and offer hope in a world that often seems fragmented and chaotic.

In summary, using stories as a means of communication in a postmodern world is crucial for embracing subjectivity, fostering empathy, challenging dominant narratives, constructing meaning, and nurturing creativity. By harnessing the power of storytelling, we can navigate the complexities of a postmodern society and find connection, understanding, and purpose in a diverse and ever-evolving world.

## Presentations – Communication and Design

Resources for these activities are in the Canvas class in the Communication and Story Module. Open your computer and open our Canvas class Modules to access these resources.

- Video: K-State Anthropology professor Michael Wesch talking about communication.
  - Discussion paper. (Communication and Story-Telling)

### Introducing Presentation ZEN (book by Garr Reynolds)

- Jennifer Gonzales video (who thought her presentations were already pretty good 😊)

#### Discuss: (Groups of 3)

1. *What initial insights do you have from watching this video?*
2. *Do you make any of these mistakes as you plan, design, and present?*

### Overview:

3 Steps for Better Presentations. We will only work on steps 1 and 2. In Greta's class you will work on presentation.

1. Preparation
2. Design
3. Presentation

## Preparation

### 10 Preparation Tips from Garr Reynolds

1. Go **analog** - use paper, sticky notes, 3 x 5 cards, white board, story board
  2. What is the **content**?
  3. Match **audience** to **purpose**. Why were you asked to speak? (hint: It's not about you.)
  4. Make it **simple**. Write down the 1 or 2 key things you want them to understand and remember.
  5. Why should they **care**? Ask that question for each slide.
  6. Be aware of short **attention** spans. 10 minute rule per activity is maximum.
  7. Simple story **structure**. Beginning, middle and end. (See video below.)
  8. **Stories and examples** will aid memory and understanding.
  9. Prepare a **handout** that will give you freedom in your presentation. Offload complex information and summaries to paper.
  10. **Finally**, work on your beginning and ending.
- Video for point 7 in Canvas



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## Video and Discussion

Bonnie Blassler video example of using good communication principles

### Discussion Questions:

1. After you watch the following video example, how do you see Blassler following these good communication principles?
2. In your field, can you think of some ways that teachers and presenters often fail to communicate? Give examples and suggest how they might have improved.

## Design

### Activity:

**Step 1:** Make groups of 4. For this section, each will choose one of these 14 tips to focus on. Each one in your group should choose a different tip. Write the number of the tip on a 3x5 card.

**Step 2:** Dig into your tip for 5-10 minutes, and then you will explain it to your group. Use the pictures and images if you can. If your tip is easy, you can choose and prepare to explain a second one.

**Step 3:** Find another group of 4. Hold up your tip number, and find 3 other people with a different tip number. Try to find 3 group members that will explain different tips from your first group.

**Step 4:** If there is time, choose a new tip and repeat steps 2 & 3.

## 14 Design Tips from Garr Reynolds

1. Keep your slides **simple, clear,** and **free of clutter.**
2. Make it **visual.**
3. Do not create "**slideuments.**"
4. Aim for a high **signal-to-noise** ratio.
5. Design for the back of the **room.**
6. Make **images** large.
7. High **contrast**
8. Rule of **thirds**
9. Clear **charts** and **graphs.** (see also [Effective Graphics](#) from perceptualedge.com)
10. Choose clear **fonts.**
11. Use short **video clips.**
12. Choose fewer **colors** that are purposeful and consistent. (e.g. use eyedropper)
13. **Limit** animations and transition **effects.**
14. Use **slide sorter** view to check on the flow.

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## Workshop:

1. Open a computer with Powerpoint or Keynote capabilities
2. Access the 3 Powerpoint examples from the Canvas Module
  - In pairs, students choose a slide or some slides to improve. Then improve the slides in specific ways, choosing from the chart below.
    - o Must determine the audience, purpose, time limit, etc
    - o Do you need a handout? A slidedoc? If so, design one.
3. Try some changes from the chart below. Choose the ones that worked best to make the design more appealing. Do not try to change too much. Make just a few changes to the slides.

**You will show a before and after example to the class** and tell them what you changed and why you think it was a good change or not. Use “save as” to make your changes so that you have before-and-after versions.

Make the template cleaner	Simplify, simplify
Remove visual noise	Use video as background
Improve the story	Make it more memorable
Improve the color palette	Simplify the data
Add a useful graph or table	Use animations better
Make it visual	Split this slide into multiple slides
Add drama or a conflict to resolve	Adapt it to a different audience. You choose the audience (children, basic English, specialists, university students, professors, skeptics, etc)
Make it more visible for those in the back.	Improve the blank space
Decenter and use asymmetry	Remove blank edges
Try white letting on a dark background	Crop an image or bleed it off the edge of the slide
Make it more emotionally powerful	Create a verbal story that exemplifies this information
Limit the text on the slides and use a slidedoc handout	Work on an opening that catches the attention
Improve the balance by using the principle of 3rds	Limit the text on the slides and make a detailed handout
Make it more appropriate for a specific audience/purpose	Connect this information with your life story

## Bibliography

Reynolds, G. (2008). *Presentation Zen: Simple Ideas on Presentation Design and Delivery (Voices That Matter)*. Retrieved 5 12, 2023, from <https://dl.acm.org/citation.cfm?id=1370957>

Reynolds, G. (2014). *Presentation Zen Design: a simple visual approach for presenting in today's world*. Pearson.



**HOUSING TIPS**

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Kansas State University

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**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

Rebecca Spruill, Hannah Harker - English Language Program, KSU

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**Where do I begin? Online Resources**

- [www.zillow.com](http://www.zillow.com), [apartments.com](http://apartments.com), and [www.trulia.com](http://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

Rebecca Spruill, Hannah Harker - English Language Program, KSU

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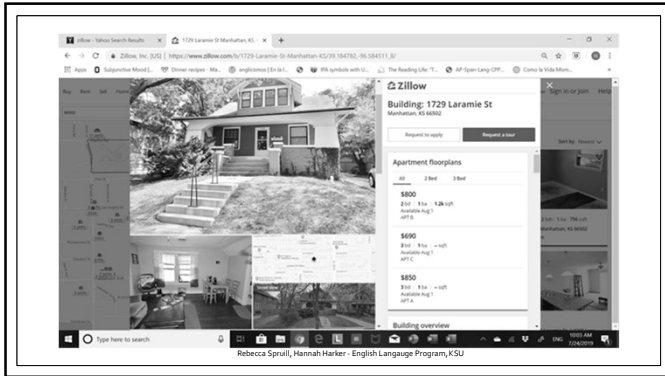
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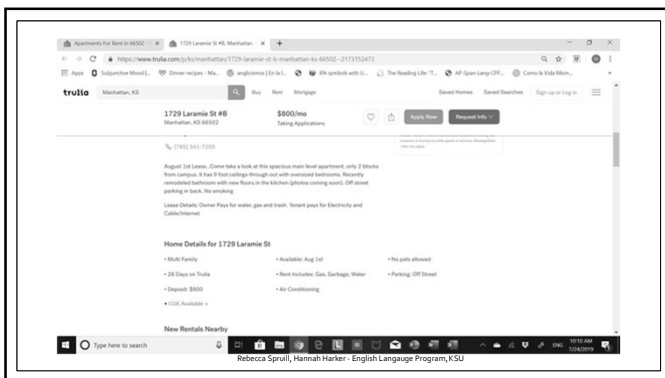
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## What's next?

- **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).

Rebecca Sprulli, Hannah Harker - English Language Program, KSU

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## 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.

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## 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.

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## 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

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# **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.



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?

## 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:

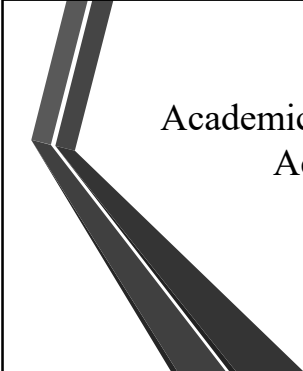
<https://www.apartments.com/blog/12-questions-to-ask-a-property-manager-before-signing-a-lease>

[https://www.huffingtonpost.com/2015/09/01/things-you-should-ask-when-renting\\_n\\_4823559.html](https://www.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.apartmentsearch.com/questions_to_ask_on_apartment_tour)

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





**Academic Goals and Personal Action Plan (s)**

Leena Chakrabarti

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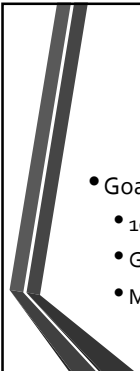
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**Group Work**

- Goal setting in small groups
  - 10 group of 4
  - Groups with people you do not know as well
  - Mixed gender groups

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**Setting Goals**

- Long term goal
- Short term goals
  - ✓ Divide the main goal into multiple smaller ones
  - ✓ Organize them chronologically or by areas to focus on
  - ✓ Know that goals can change, it is normal

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**Do you have an action plan?**

- Talk to advisor or graduate program director
- What are your resources on campus?
- What are your personal resources?
- Analyze your own strengths, but also keep your weaknesses in mind

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**Homework**

- Fill out forms
- Homework – finish the form and bring back to class tomorrow
- Any Questions?

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**Legal Issues for International Students**



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

KANSAS STATE UNIVERSITY Nation's first land-grant university

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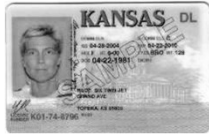
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**Driver's Licenses**



- 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

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**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

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**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

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**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

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### 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.




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### Buying a Car

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




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### 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




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### Alcohol Issues



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Are YOU 21?

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Are the people you're drinking with 21?



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How much have you had to drink?

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### 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.

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### Immigration

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

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- 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

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- 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.



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## Landlord – Tenant Information

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***Always look at the place before you rent!***

This is what you thought you were renting....



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but this is what you got.



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**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

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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.

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**RESOURCES**

[www.ftc.gov](http://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/rts/ico/](http://www.state.gov/s/cpr/rts/ico/) Foreign Embassy and Consular Offices in the US

[www.ebassy.org/embassies/index.html](http://www.ebassy.org/embassies/index.html) Foreign Embassies in Washington, DC

[www.generalbar.com/state.aspx](http://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](http://www.uscis.gov) US Citizenship and Immigration Services

[www.Travel.state.gov](http://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?

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QUESTIONS?

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### Learning Vocabulary & Formulaic Language

- How many words do you know?
- How many words do you need to know?
- Which words do you need to know?
- What does it mean to know a word?
- What is a word?

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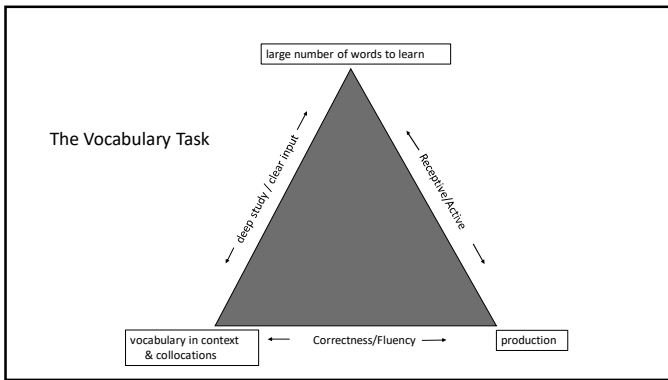
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### Chomsky's Language Model

Colorless green ideas sleep furiously

A grammar-centered approach ...  
Plugs in words that are grammatical  
Little consideration of how people actually use words

Sleep Sleep

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### The Lexical Approach (1990's)

**A vocabulary-centered approach to ESL arises**

**How? -- Corpus studies using computers and analyzing massive amounts of data**

**Now -- Large Language Models of AI**

\* Lexical items as "chunks"

\* Fixed phrases and semi-fixed phrases make up most of what we say and write

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### What is Formulaic Language?

- Habitual Constructions**
  - the best way to (v) is to (v)
  - not as (adj) as you might think
- Semi-fixed Expressions**
  - it is important to
  - take some chances
- Fixed Expressions**
  - all wet
  - deal with
- Polywords**
  - upside down
  - nevertheless
  - by the way

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### What is Formulaic Language?

- Habitual Constructions**
  - the best way to (v) is to (v)
  - not as (adj) as you might think
- Semi-fixed Expressions**
  - it is important to
  - take some chances
- Fixed Expressions**
  - all wet
  - deal with
- Polywords**
  - upside down
  - nevertheless
  - by the way

**More rule-based (systematic)**

↑ ↓

**More word-like (arbitrary)**

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## Formulaic Language and Frequency

*"One of the first issues to consider in idiom instruction is which idioms to teach and in what sequence. Many English idiom teaching and reference materials exist for ESOL learners, some of which claim to cover essential idioms. Yet the selection of idioms in these publications often reflects primarily the authors' intuition rather than any empirical data, and a substantial number of them are rarely used. Thus learning these idioms not only is difficult, but may also be unhelpful because students rarely encounter and use them. In addition, these materials cover many seldom-used idioms but fail to cover some frequently used ones."*

Dilin Liu, Oklahoma City University  
 The Most Frequently Used Spoken American English Idioms: A Corpus Analysis and Its Implications. TESOL Quarterly, Vol. 37, No. 4 (Winter, 2003), pp. 671-700

(Take out "idioms" and put in "vocabulary" and the observation is just as valid.)

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According to Liu's research, these are the top 10 most frequently used phrasal verbs in written **academic** English.



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### In order of frequency

- |                |                |
|----------------|----------------|
| 1. Point out   | 11. Take up    |
| 2. Carry out   | 12. Find out   |
| 3. Go on       | 13. End up     |
| 4. Take on     | 14. Go back    |
| 5. Make up     | 15. Come up    |
| 6. Set up      | 16. Break down |
| 7. Turn out    | 17. Set out    |
| 8. Bring about | 18. Open up    |
| 9. Give up     | 19. Take over  |
| 10. Pick up    | 20. Figure out |

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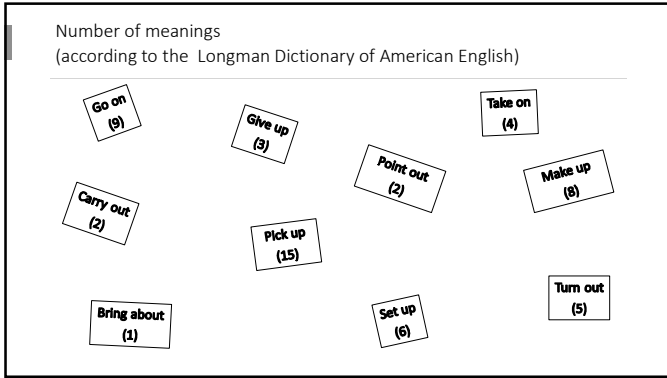
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How's your intuition about word/phrase frequency?

In Academic written American English, **point out** is used \_\_\_ times more than **pick up** (#10) and \_\_\_ times more than **figure out** (#20). (Liu, 2003)

In Academic written American English, **point out** is used 4 times more than **pick up** (#10) and 8 times more than **figure out** (#20). (Liu, 2003)

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How's your intuition about word/phrase frequency?

**Rather than** is used \_\_\_ times more than **so far** and \_\_\_ times more than **at work**. (Martinez, PHRASE list)

**Rather than** is used 5 times more than **so far** and 25 times more than **at work**. (Martinez, PHRASE list)

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Formulaic Language

Only 15 collocations occur in both the top 50 spoken and top 50 written lists.  
Shin (2007)

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### Word List Deficiencies

- 1) Usually do not distinguish between written, spoken, formal, informal
- 2) Usually ignore phrases and collocations

So, **take a break** and **take place** would not be separate entries on a list

Exception: Martinez PHRASE list includes about 300 phrases in his first 2000 most common word list and over 500 in the first 3000.

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### Word List Deficiencies

- 1) Usually do not distinguish between written, spoken, formal, informal
- 2) Usually ignore phrases and collocations
- 3) Word lists ignore multiple meanings of words

Example: What does **take** mean?

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How central are these pivot words?

"The most frequent 100 pivot words have 2052 collocations ... (and) have an average of 20.5 collocations, while the second 100 words have 8.4."

These 100 pivot words are used in about 50% of the more than 700,000 collocations in the study.  
 -- Shin and Nation (2007)



**This is just 10 of them!**

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How central are these pivot words?

According to the OED ...

Set	➡	430 entries
Run	➡	396
Go	➡	368
Take	➡	343
Stand	➡	334
Turn	➡	288
Put	➡	268
Fall	➡	264
Strike	➡	250



**These are the hard words in English**

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## Noticing Collocations

*In this text, notice the underlined words...*

Manufacturers often send coupons to shoppers. They want to attract attention to their products and get the shopper to try it out. In exchange for a coupon, the seller will give the shopper a lower price. The shoppers feel like they are getting a good deal and the manufacturers may have attracted a new customer as well.

1. Now, find the words that 'partner' with these words.
2. Are there other words or synonyms you know that mean the same thing as these underlined words?  
(e.g. bring, test, trade, smaller, agreement, brought, good)
3. Do you think it would sound as natural if we used these synonyms instead of the words?

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## Receptive Practice

Fill in the blank with either the noun lead or the time.

- just in \_\_\_\_
- had a big \_\_\_\_
- take the \_\_\_\_
- \_\_\_\_ them back
- \_\_\_\_'s up
- on \_\_\_\_
- a short \_\_\_\_
- in the \_\_\_\_
- a small \_\_\_\_

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## Activation Practice

Now in groups of 2 or 3, make a sentence using each of the phrases.

- just in time
- had a big lead
- take the lead
- time's up
- on time
- a short time
- in the lead
- a small lead

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## Receptive Practice

Match the verbs with the phrases.

___ understand	into a man
grow ___	nowhere
stand ___	still
leads to ___	example
that brings ___	completely
that is up ___	us to
lead by ___	to you

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## Receptive Practice

Match the verbs with the phrases.

completely understand  
 grow into a man  
 stand still  
 leads to nowhere  
 that brings us to  
 that is up to you  
 lead by example

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## Collocation Game

What one word fits in all the following blanks?

- sour \_\_\_
- \_\_\_ him for information
- whole \_\_\_
- \_\_\_ jug
- \_\_\_ shake
- skim \_\_\_

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### Collocation Game

What one word fits in all the following blanks?

- stone \_\_\_
- a \_\_\_ drink
- \_\_\_ war
- \_\_\_ call
- got \_\_\_ feet
- freezing \_\_\_
- have a bad \_\_\_
- in \_\_\_ blood
- she was out \_\_\_

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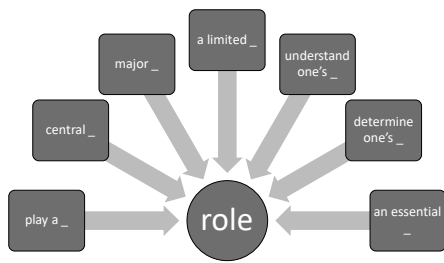
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### Learn




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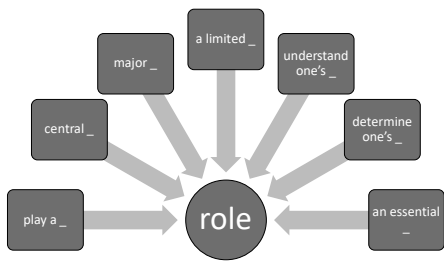
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### Practice



Talk about the family (government, religion, etc) in your society and use as many of these terms as you can.

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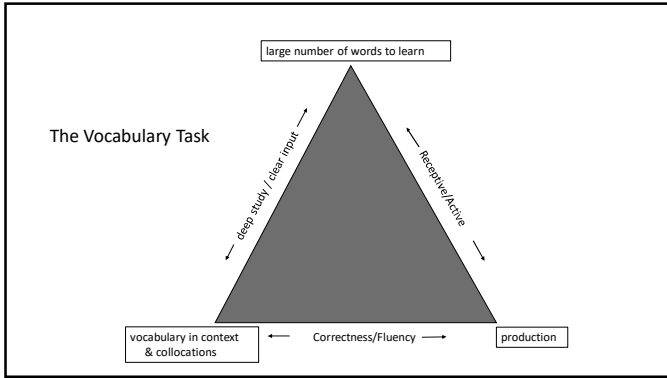
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### Sources and Resources

**Papers**

Beyond Single Words: the most frequent collocations in spoken English, Shin and Nation, 2007  
<http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/2008-Shin-Collocations.pdf>

A Phrasal Expressions List, Martinez and Schmitt, 2012  
<http://www.englishvocabularyexercises.com/>

The most frequently-used multi-word constructions in academic written English: A multi-corpus study; Dilin Liu, 2003  
<http://www.sciencedirect.com/science/article/pii/S0889490611000457>

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### Sources and Resources

**Papers**

Why and How to Use Frequency Lists to Learn words, Tom Cobb  
<http://www.lexutor.ca/research/>

A Framework for the Inclusion of Multiword Expressions in ELT, Martinez, 2013  
<http://eltj.oxfordjournals.org/content/early/2013/01/15/elt.ccs100.full.pdf>

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## ***Safety Tips & Cultural Expectations in America***

By: Captain Erin Freidline  
Riley County Police  
Department

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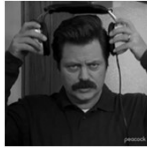
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### ***Safety Tips***

• ***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)



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### ***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 Saferide

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### Contacting Police

- I see something suspicious
- I experienced a crime
- Someone is hurt
- I hear gunshots



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

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### Safety Tips

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




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### Calling 911

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




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### ***Police Interactions***

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




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### ***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 \$\$\$\$\$**

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### ***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




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### Questions

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

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

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### Reminders

- Timeliness
- Balancing your life here and the life you left behind
- Self-Care

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### The Teaching Method Continuum

Student Centered ←-----→ Teacher Centered

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### Student centered/teacher centered teaching

<ul style="list-style-type: none"><li>• Informal style</li><li>• Students are expected to participate</li><li>• Critical thinking is encouraged</li></ul>	<ul style="list-style-type: none"><li>• Lecture by teacher</li><li>• Formal setting</li><li>• Students expected to remain silent</li></ul>
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### Methods of Instruction

- Lecturing
- Group Discussion
- Observation
- Case Studies
- Experiential/Internship/Practicum
- Online classes, self-paced
- Computer-based classroom
- Flipped Classroom

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### Seminar Method of Instruction

- Responsibilities and role of instructor
- Role of students, what is expected of them

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### Questions?

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**Healthy Relationships &  
Relationship Violence In College**

Center for Advocacy, Response and Education

Stephanie Foran (She/They), Assistant Director

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**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

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**Agenda**

1. Introduction
2. Terminology and Statistics
3. Components of Unhealthy Relationship
4. Establishing a Healthy Relationship
  - a. Communication
  - b. Boundaries
  - c. Consent
5. Maintaining a Healthy Relationship
6. Campus/Community Resources



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### Moment of Grounding

Everyone reacts differently to stressful times. Give yourself time and space to process your emotions.



NSVRC

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### What is CARE?

- CARE provides services to K-State students, staff, faculty, and administrators who have experienced sexual violence, domestic violence, dating violence, stalking, and sexual harassment.
- All services are:
  - Free
  - Voluntary
  - Confidential

Get in, loser. We're going caring.



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### Advocacy Services

- Information on victim/survivors' rights and options
- Crisis intervention and safety planning
- Support without judgment
- Assistance with academic support
- Accompaniment to court or law enforcement
- Notification of criminal justice events/status updates (VINE)
- Assistance with legal advocacy
- Assistance with protection orders
- Information on policy and resources
- Mental health assistance
- Referrals and reporting options

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**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 (i.e. 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



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**What is Violence?**

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

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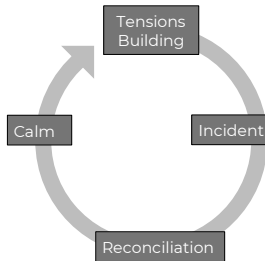
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**Terminology**

- **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




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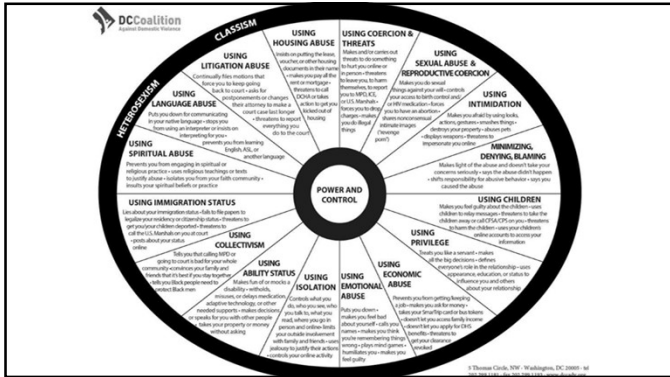
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IPV is Common

- 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.
- Violence starts early and continues throughout lifespan.
  - 11 million women and 5 million men have experienced IPV in **before** age 18




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### Interpersonal Violence 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.



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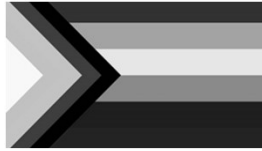
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### IPV in LGBTQ+ Relationships

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



Anasuri, 2016; Brown, 2016

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### IPV on College Campuses

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

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How often do people go to prison for sexual violence?

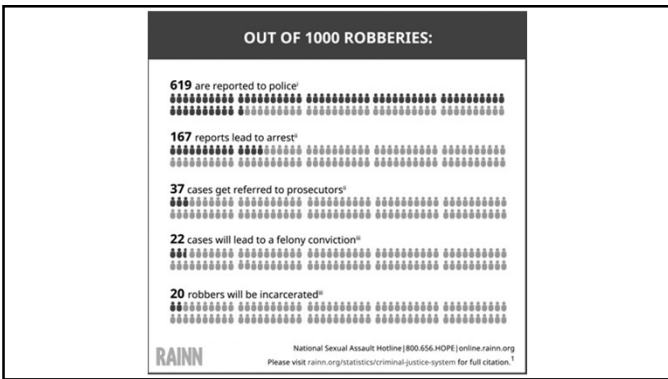
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Handwriting lines for page 16.



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**How many victims lie about being sexually assaulted?**

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**2-10%**

Archambault & Lisak, 2009

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Of the sexual violence crimes not reported to police from 2005-2010, the victim gave the following reasons for not reporting:<sup>5</sup>

- o20% feared retaliation
- o13% believed the police would not do anything to help
- o13% believed it was a personal matter
- o8% reported to a different official
- o8% believed it was not important enough to report
- o7% did not want to get the perpetrator in trouble
- o2% believed the police could not do anything to help
- o30% gave another reason, or did not cite one reason

Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Female Victims of Sexual Violence, 1994-2010 (2013).

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### Myths & Misconceptions



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### 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."



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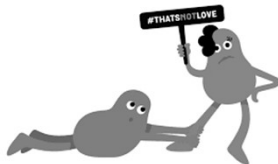
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### Pink/Red Flags

- Intensity
- Possessiveness
- Manipulation
- Isolation
- Sabotage
- Belittling
- Guilt
- 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

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### Let's Hear from You!



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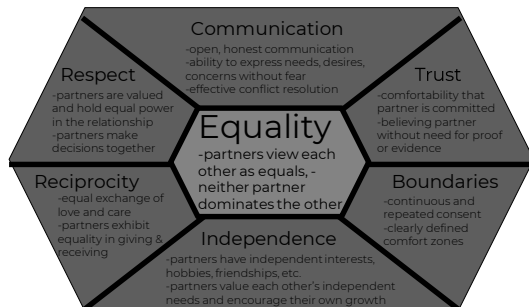
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### Components of Healthy Relationships



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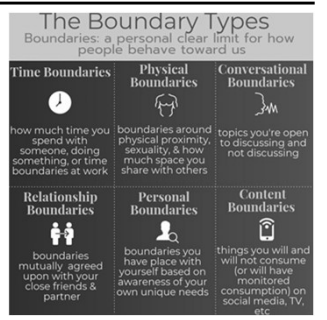
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## Boundaries in Healthy Relationships

- 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

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## 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
- Consent must be **freely given, informed, specific, reversible, and repeated!**
- Just because a partner has not expressed a boundary about something doesn't mean that they have given consent --- They must say yes!



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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



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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

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**Connect With Us!**

206 Holton Hall  
(785) 532-6444  
ksucare@ksu.edu



K-State Center for Advocacy,  
Response and Education



@KStateCARE



@KStateCareOffice



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## Fulbright Pre-Academic Program

Operationalizing Professional Development:  
Strategic Organizational Leadership  
August 1, 2023

**Rana Johnson, PhD**  
Vice President for Diversity, Equity, Inclusion and Belonging

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## AGENDA

- Key Terms and Definitions
- KSU Leadership
- Changing Demographics & DEIB
- Inclusive Workplaces: ERGs & Networks
- Best Practices & Goals

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## Foundational Definitions

**DIVERSITY:** The presence and representation of differences that enrich the community and workplace. Differences include, but are not limited to identity, culture, background, abilities, opinions, and experiences.

**EQUITY:** Also equity-mindedness... the action of ensuring access, resources, and opportunities through removing systemic barriers, particularly for historically underrepresented groups.

**INCLUSION:** The intentional action of valuing everyone, regardless of background, beliefs, or identities. This includes creating a culture and community where everyone, especially those from historically underrepresented groups, have access to resources, voices are heard, and contributions are valued.

**BELONGING:** The feeling individuals, particularly those from historically underrepresented groups who have experienced exclusion in the past, have in places that have intentionally actionized diversity, equity, and inclusion to create a culture that supports the feeling of security, acceptance, and value.



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## ADDITIONAL NOMENCLATURE

**Culture:** Environment where all employees feel accepted and appreciated – a sense of community for everyone-willingness & ability to understand, respect, and interact with people of varied belief systems & perspectives.

**Disparities** Differences in level or treatment, especially one that is seen as unfair. Occurs across socioeconomic status, age, geography, language, gender, disability status, citizenship status, sexual identity and orientation. Research also suggests that disparities occur across the life course, from birth, through mid-life, and among older adults.

**Inequities:** Differences in status or in the distribution of resources between varied population groups, arising from social conditions in which people are born, grow, live, work and age.

**Leadership Accountability:** Expectations/accounts for the environments created & how employees are treated.

**Partnerships & Voice:** Stakeholders and influencers that collaborate to create impactful change. They invest time and lend their influence to achieve goals. Identify gaps and opportunities to gain insight.

**Talent:** Innate or learned skills, as well as high-performing and high-potential employees.

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## Office of Diversity, Equity, Inclusion and Belonging

**Inclusive Excellence** Focuses on institutional accountability to enhance diversity, equity, inclusion and belonging.

**Institutional Equity** Training, outreach, affirmative action planning, equal employment opportunity compliance and conducting investigations.



**Rana Johnson, PhD**  
Vice President for Diversity, Equity, Inclusion and Belonging

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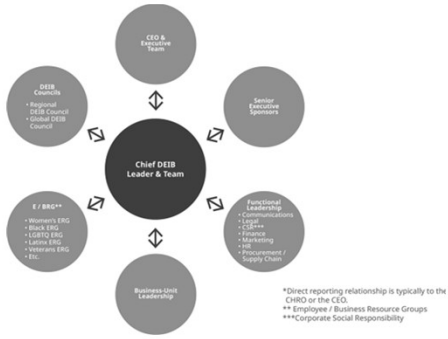
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## DEIB leaders operate within a complex and intricate governance structure



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### Office of Institutional Equity (OIE)

The Office of Institutional Equity is engaged in training, outreach, affirmative action planning, equal employment opportunity compliance and conducting investigations in accordance with PPM 3010, laws, regulations, executive orders and other applicable policies that uphold equal opportunity and civil rights laws.



Justin Frederick  
Director and Title IX  
Coordinator



Eric Bicaba  
Investigator



Tim Hegarty  
Investigator



Amber Shumway  
Investigator



Amanda Ruthstrom  
Office Manager

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### Questions regarding discrimination, harassment, and sexual harassment.

If you have any other questions about the investigation or investigation process, please do not hesitate to contact the Office of Institutional Equity (OIE) at: 785-532-6220 | TRS 711 or [equity@k-state.edu](mailto:equity@k-state.edu).

For more information, see [Title IX](#).

SOURCE: <https://www.k-state.edu/oie/complainants/index.html>

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### KSU RESOURCES



Dr. Kimathi Choma  
Student Ombudsperson



Dr. Deborah Bolton  
Intercultural Learning & Academic Success

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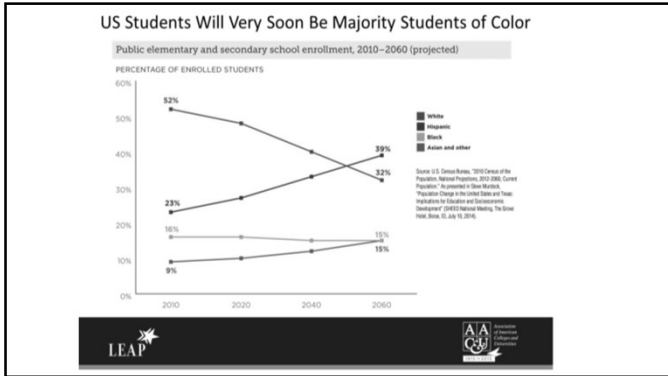
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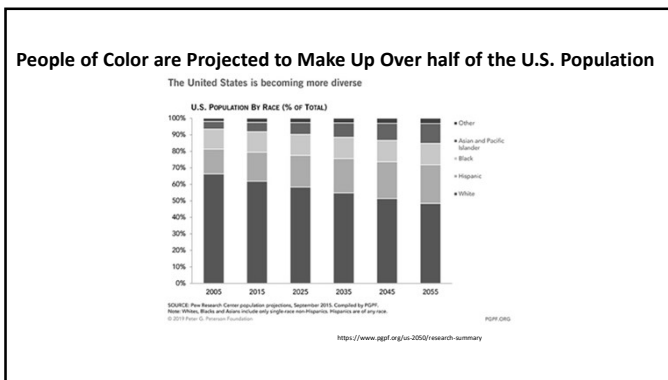
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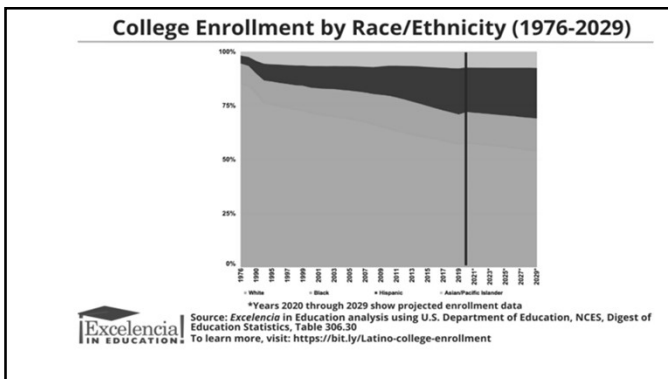
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**DIVERSITY INCLUDES:**

- Atheist/Humanist
- Body Types
- Family Makeup
- Gender
- Gender Identity
- Generation (Baby boomers, X, Y, Z, Alphas)
- Houseless Community
- Intellectual (Various abilities)
- International Community
- Language
- Marital Status
- Neurodiversity
- Personality Type
- Persons with a Disability
- Political Affiliation
- Religious Affiliation
- Sex
- Sexual Orientation
- Socioeconomic Status
- Veteran Status
- ... as well as other communities/groups



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**DISCUSSIONS OF INCLUSION**

- Acculturation, Assimilation
- Americans with Disabilities Act (ADA)
- Artificial Intelligence
- Atheist/Humanists
- Benefits: Diversity, Equity Inclusion (DEI)
- Bias
- Campus Climate
- Conscious Inclusion
- Cultural Appropriation
- Cultural Competency
- Culturally Responsible Pedagogy
- Discrimination & Prejudice
- Diverse Administrators/Faculty/Staff
- Diverse Student Body
- Emotional Support Animals (ESA)
- Empathy: Multiple Perspectives
- Entitlement
- Equity of Opportunity
- Graduate Education
- Human Resources
- Identity & Belonging
- Immigrants and Refugees
- Inclusive Excellence
- Intellectual Perspectives



- Intercultural Communication
- Intergroup Relations
- Interpersonal Communication
- Intersectionality
- Intrapersonal Communication
- Lavender Graduation
- Learning Styles
- LGBTQIA/P

- Mentoring
- Microaggressions
- Multicultural Graduation
- Multiculturalism
- Organizational Climate
- Outreach
- Pipeline Programs
- Political Viewpoints
- Name Policy
- Privilege
- Racism
- Recruitment, Retention, Graduation
- Religious Groups
- Search Committee Workshops
- Sexism
- Socialization
- Stereotypes
- Strategic Planning
- Student Learning Outcomes
- Support Structures
- Unconscious Bias
- Women in Leadership

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**Next-Gen K-State Strategic Planning**  
**Building and Sustaining the Next-Generation Land-Grant Workforce at K-State**

*A strategic plan that builds upon our success and shapes our future as we strive to become the next-generation land-grant university.*

**K-State Vision and Values**  
 Kansas State University will lead the nation as a next-generation land-grant university – setting the standard for inspiring learning, creativity, discovery and engagement that positively impacts society and transforms lives in Kansas and around the world.

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## EMPLOYEE RESOURCE GROUPS

### What are Employee Resource Groups (ERGs)?

Employee Resource Groups are voluntary, employee-led groups whose aim is to foster a diverse, inclusive workplace aligned with the organizations they serve.

They're usually led and participated in by employees who share a characteristic, whether it's gender, ethnicity, religious affiliation, lifestyle, or interest. The groups exist to provide support and help in personal or career development and to create a safe space where employees can bring their whole selves to the table. Allies may also be invited to join the ERG to support their colleagues.

As workplace diversity and inclusion programs are becoming more prevalent, Employee Resource Groups (ERGs) are gaining in popularity.

ERGs have been around since the 1960s when black workers at Xerox organized to discuss race-based tension in the workplace. They are increasingly relevant today as gender issues, questions of personal identity and politics affect everyone.

<https://www.greatplacetoask.com/resources/blog/what-are-employee-resource-groups-ergs>

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## KSU AFFINITY GROUPS

### Allianza

A faculty and staff organization that advocates the advancement of Hispanics and Latinos at Kansas State University.

### Black Faculty and Staff Alliance

The Alliance strives to bring together individuals who have an active interest in promoting racial equity at Kansas State University.

### CATabilities

A new affinity group for faculty and staff with disabilities or chronic diseases at Kansas State University.

### The Indigenous Faculty and Staff Alliance

The Alliance serves as an affinity group for Native American, First Nations, and Indigenous peoples. The organization was created in 2015 to address the need for support, growth, and greater visibility of Indigenous people, nations, and perspectives on K-State's campus, Kansas, and beyond.

### LGBTQ+ Faculty and Staff Alliance

The LGBTQ+ FSA supports and advocates for sexuality and gender identity based issues at the KSU campus.

### Pan-Asian Coalition

The Coalition fosters a supportive and inclusive environment where Asian individuals can thrive and be authentically themselves.

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## Are Employee Resource Groups Effective?

ERGs are credited with accomplishing the following goals:

- *Improving work conditions for alienated workers.* ERGs help marginalized groups and remote workers feel connected through a common cause or interest.
  - *Making the physical work environment better for everyone.* For example, creating gender-neutral restrooms and improving physical or visual accessibility for employees.
- Bringing employees together in a safe place -conversations flow freely & everyone is comfortable sharing their experience.**
- *Identifying and developing leaders in the making.* ERG leaders can help identify emerging talent that might otherwise go overlooked due to unconscious bias. Participants can find new opportunities to connect with mentors and supportive colleagues across business units.
  - *Tackling company-wide challenges.* ERGs designed to address a specific topic or issue can help keep leaders in the know about issues or wins that are top of mind for the group members.
  - *Lowering the chance of suppressed frustrations.* ERGs can help surface an issue that might be too risky for an individual to share alone. This can help address problems quickly and alleviate toxic environments.

<https://www.greatplacetoask.com/resources/blog/what-are-employee-resource-groups-ergs>

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**DEIB Initiatives**

**Student Success**

- Expand outreach to students from historically underrepresented, underserved and international backgrounds to attend K-State and pursue undergraduate, graduate and professional programs.
- Innovative K-12 pipeline programs- may consist of students, families, and guardians, etc. Hybrid models may serve families without transportation or limited resources.
- Utilize feeder relationships to recruit diverse graduate, professional and postdoc students in all colleges and programs.


KS-LSAMP  
SCHOLAR  
PROGRAM

K-State MANRRS



KANSAS STATE  
UNIVERSITY  
**McNair**  
Scholars Program

**PROUD TO BE FIRST**



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**WORKFORCE**

**Institute on Teaching and Mentoring**  
Marriott Water Street  
Tampa, Florida  
October 26-29

Now in its 30TH year the Institute on Teaching and Mentoring has become the largest gathering of diverse doctoral scholars in the country.

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**BUILDING INCLUSIVE WORKPLACES**

Opportunities

- Internships
- Recruiting
- Hiring
- Grant Writing
- Community Outreach
- Retention
- Promotion

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## DEIB Professional Development

- Build targeted leadership development programs
- Offer employees tools to address limiting beliefs
- Provide managers with insight into the needs of employees from underrepresented groups
- Utilize ERGs for professional development
- Select the correct sponsors & promote ERG engagement
- Convey the importance of allyship

SOURCE: <https://www.linkedin.com/business/talent/blog/talent-acquisition/ways-to-improve-professional-development-and-de>

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## Six Benefits of a Diverse Workforce

**Variety of Perspectives:** Diverse workforces provide better insight into customers' backgrounds, experiences and problem solving approaches.

**Increased Creativity:** Workplace diversity boosts creativity & innovation. Employees from diverse backgrounds bring diverse solutions to achieve a common goal – your goal. Employees that are emotionally invested are passionate about their work.

**Increased Productivity:** Workplace diversity increases productivity - the more diverse your workforce, the more diverse brainstorming and solutions-the more productive your team. According to a McKinsey study, U.S. public companies with diverse executive boards have a 95% higher return on equity than do those with homogeneous boards.

**Reduced Fear & Improve Performance:** A diverse workplace culture goes a long way toward helping employees feel included, no matter who they are or where they come from. This inclusiveness helps break down barriers and reduces the fear of being rejected, not only for who your employees are but for the ideas they voice.

**Boost Brand Reputation:** Diverse employees engender goodwill within the community and industry & connects to the community. A diverse workforce may positively impact brand recognition- locally, nationally, and globally.

**Global Impact:** Employees of all abilities, creeds, and experiences – make a difference. Organizations have the ability to make a difference, in every community where they operate. Diverse workforces promote diverse and global perspectives – translating to a greater chance of communicating and expanding to more diverse markets, both local and abroad.

SOURCE: <https://www.monster.com/blog/6-benefits-of-having-a-diverse-workforce>

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## 2023-24 GOALS

### Student Related Action Steps

- Recruitment
- Retention Initiatives
- Scholarships & Internships (Funding)

### Faculty/Staff Related Action Steps

- Recruitment
- Retention Initiatives
- Workforce Success Strategies

### Future Dialogues Institution-wide (Global, Manhattan, Olathe, Salina)

- DEIB Strategic Planning
- Campus Climate Surveys
- First Generation Initiatives
- Grants for KSU Innovative Goals & Objectives
- Changing Demographics
- Data Driven Tactical Planning

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THANK YOU FOR YOUR LEADERSHIP!

QUESTIONS?



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**Rana Johnson, PhD**  
Vice President

**Office of Diversity, Equity, Inclusion and Belonging**

E-Mail: [ranajohnson@ksu.edu](mailto:ranajohnson@ksu.edu)  
Phone: (785) 532-3193

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Grade Point Average  
GPA

Fulbright Program Presentation



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Class Name	Credit Hours	Points for Grade	Total points
History	3	4 (for an A)	$3 \times 4 = 12$
Chemistry	3	3 (for a B)	$3 \times 3 = 9$
French	4	4 (for an A)	$4 \times 4 = 16$
Art	2	2 (for a C)	$2 \times 2 = 4$
Total	12		41
GPA (semester)		3.41	
Cumulative GPA All Semesters	Divide Total Points by Total Credit Hours		

**How to Calculate Your Cumulative GPA**  
 1. Find your past GPA and past total Credit Hours.  
 Multiply past GPA  $\times$  past total Credit Hours = past total Quality Points  
 2. Add past and current term Credit Hours  
 3. Add past and current term Quality Points  
 4. Divide the Total Quality Points by the Total Credit Hours to get Cumulative GPA.  
**Total Quality Points  $\div$  Total Credit Hours = Cumulative GPA**

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# So what?



**Master's Programs**

- Usually minimum of 3.0 or 3.3
- Your GPA alone does not guarantee admission
- A grade of C is usually considered a failing grade

**Doctoral Programs**

- Usually minimum of 3.3 or 3.5
- May emphasize GPA in your field and/or research experience in addition to other requirements such as GRE scores and recommendations

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Are there Fulbright Requirements?



**Renewal or Extension**

- May be a requirement

**Keeping your scholarship**

- Some programs only
- GPA may be a factor

**Jobs and Internships**

- GPA may be a factor

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7/16/2023

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**Always Ask Allies**  
Your success is your department's success

7/16/2023

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**Sample Email Template to Academic Advisor to Arrange Advising Meeting During the Week Before Classes.**

Dear Dr./Prof. ....

My name is ..... and I am pleased to introduce myself as one of your new advisees this semester. I am from ... and I look forward to the chance to meet with you during the advising period in the week before classes start.

I'm writing you in order to find out when would be a convenient time for you to meet. I will arrive on campus on ...(date)... Given the orientation schedules, would it be possible for us to meet on .... , .... , or .... (days of the week) in/at ...(times)?

I understand that this is a busy time for you, so I will appreciate your taking the time to meet with me. Please let me know what time will work for you and what I should bring to the meeting.

Thank you in advance. I look forward to meeting you.

Sincerely,

.....



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## History

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

KANSAS STATE UNIVERSITY | Honor and Integrity System

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## 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

KANSAS STATE UNIVERSITY | Honor and Integrity System

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**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.

KANSAS STATE UNIVERSITY | Honor and Integrity System

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**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.

KANSAS STATE UNIVERSITY | Honor and Integrity System

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## Learning

- Unauthorized Collaboration
- Plagiarism
- Unauthorized Aid
- Falsification

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## 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

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## 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.

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## Contact Information

- Office Phone 532-2595
- E-Mail – [honor@k-state.edu](mailto:honor@k-state.edu)
- Web page – [www.k-state.edu/honor](http://www.k-state.edu/honor)
- Office – 201 Holton Hall
  
- Camilla Roberts, Director
- [cjroberts@ksu.edu](mailto:cjroberts@ksu.edu)
  
- Facebook - [@kstatehonorandintegrity](https://www.facebook.com/kstatehonorandintegrity)
- Twitter - [@kstatehonorcode](https://twitter.com/kstatehonorcode)



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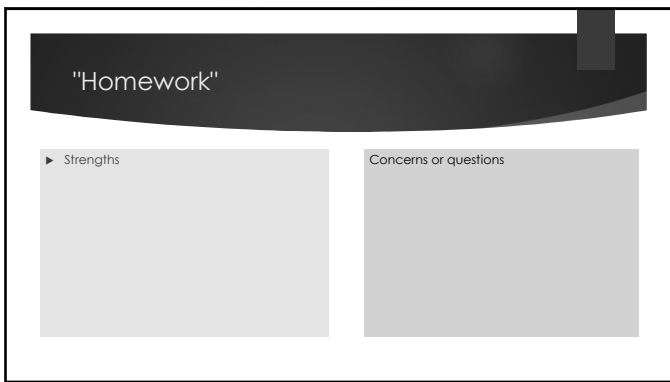
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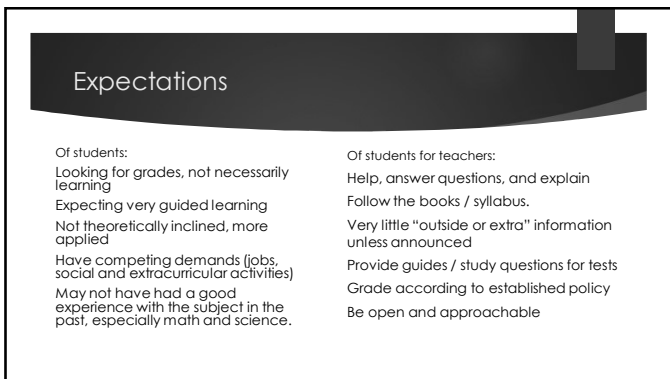
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**Dos and don'ts**

<p><b>Don't</b></p> <ul style="list-style-type: none"> <li>Do math or equations in your head</li> <li>Ignore questions</li> <li>Ignore problems</li> <li>Say "it's very easy"</li> <li>Try to be friends; you cannot be friends with your students</li> <li>Assume that they will have read directions, assignments or books</li> </ul>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>Consider the level and nature of your class (Is it for a major in your field? Is it an elective?)</li> <li>Give examples and applications</li> <li>Work through equations, problems, etc. step by step</li> <li>Be prepared to know what concept, step, term might cause problems and think about how to explain that</li> <li>Be friendly not friends</li> <li>Answer questions. If you don't know, say so and then get the answer and report on it</li> <li>Go over directions assignments very carefully</li> </ul>
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**Language**

<p><b>Verbal</b></p> <ul style="list-style-type: none"> <li>Pronunciation and intonation</li> <li>Vocabulary (register)             <ul style="list-style-type: none"> <li>Terms</li> <li>Academic</li> <li>Idiomatic</li> <li>Slang</li> <li>Dangerous language</li> </ul> </li> <li>Grammar</li> <li>Fluency</li> </ul>	<p><b>Non-verbal</b></p> <ul style="list-style-type: none"> <li>Facial expression</li> <li>Eye contact</li> <li>Personal space</li> <li>Gestures</li> <li>Stance</li> </ul>
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**Dos and don'ts**

<p><b>Don't</b></p> <ul style="list-style-type: none"> <li>Worry about making mistakes</li> <li>Apologize for your language</li> <li>Teach "to the board"</li> <li>Think that faster is better</li> <li>Try to use slang, idioms, or humor</li> </ul>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>Focus on communication</li> <li>Make eye contact even if it means repeating what you said when facing the board.</li> <li>Address the language issue</li> <li>Give students time to understand and digest information: don't talk fast; don't "teach fast;" Allow time for the students to process.</li> <li>Be relaxed even though it may seem informal to you.</li> <li>Smile!</li> </ul>
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### Teaching techniques

<p><b>Teaching tips</b></p> <ul style="list-style-type: none"> <li>Pause between concepts, topics, or steps</li> <li>Check for comprehension</li> <li>Repeat questions for the entire class</li> <li>Summarize and repeat answers</li> <li>Answer questions</li> <li>If someone does not understand, try to find the problem. Do not just begin from the beginning again.</li> <li>Give example and applications</li> </ul>	<p><b>Tips for interaction</b></p> <ul style="list-style-type: none"> <li>Ask for examples, answers, next steps, reasons etc.</li> <li>Wait for the answer</li> <li>If no answer, repeat the question</li> <li>If no answer, paraphrase</li> <li>If no answer, give a hint</li> <li>If answer is incorrect, give encouragement.</li> <li>If answer is correct, praise the answer not the student.</li> <li>Make sure everyone heard the answer</li> </ul>
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### Dos and don'ts

<p><b>Don't</b></p> <ul style="list-style-type: none"> <li>Answer your own question immediately</li> <li>Ignore questions</li> <li>Assume comprehension</li> <li>Teach to the front of the classroom</li> <li>Ignore problems</li> <li>Say "you are very clever boys and girls."</li> <li>You are an excellent student."</li> </ul>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>Answer questions as they come up. If you do not understand the question, try to narrow down the problem</li> <li>Ask for clarification if you do not understand -- "Do you mean X?"</li> <li>If you do not understand, make sure you talk with the student after class</li> <li>Repeat questions and answers</li> <li>Say "Good answer" "Exactly correct" "Almost correct" "close".</li> <li>If you ask a question for interaction, wait for that answer</li> <li>Go back step by step to see where the problem is</li> </ul>
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### 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 and support services for student behavior
- Become familiar with support on your campus: advisor, lead professor, supervisor, teaching center, counseling center, office of student life
- If you are having problems, ask someone to observe the class. Ask to observe the class of an experienced TA.

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### Dos and don'ts

Don't	Do
<p>Touch students unless it is to show them how to use an instrument etc.</p> <p>Don't try to be a student; you are the teacher</p> <p>Share personal information unless it is pertinent</p> <p>Come to class unprepared or try to "wing it"</p>	<p>Be aware of nonverbal communication issues (space, smiling, touching etc.)</p> <p>Be the teacher, but be open and approachable</p> <p>Keep examples neutral, gender free</p> <p>Set boundaries; you do not have to be available every day all day. You do not need to share phone numbers</p> <p>Check with your supervisor, advisor or lead professor about problems early</p> <p>Establish a healthy balance between your teaching and student roles</p>

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### Top student complaints

- ▶ 1. My teacher ignores my questions
- ▶ 2. My teacher is always angry
- ▶ 3. My teacher does not look at me
- ▶ 4. My teacher skips steps or doesn't explain
- ▶ 5. My teacher speaks too fast and/or too quietly

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### 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!
- ▶ Check out campus resources. There are many for support of faculty, teachers, and graduate students.
- ▶ Enjoy! Teaching is a wonderful experience
- ▶ Stay in touch and let me know how it goes! [mwood@ksu.edu](mailto:mwood@ksu.edu)

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# Mental Health and Stress Management

Marcos Mendez, PhD. LCMFT  
8/3/2023

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## Content

- Who we are
- Mental Health and Mental Illness
- 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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## Who are we?

- Lafene Counseling and Psychological Services (CAPS)
- 9 full time psychotherapist, 2 practicum students, 1 case management practicum trainee, 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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### Slide 3

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**LC1** Since none of these graduate students will study 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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## 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 . . .

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## 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 common. 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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## Mental Health in Kansas

- A recent study by Mental Health America ranks Kansas last in the nation when it comes to accessing mental health resources.
- The rate of suicide in Kansas increased by 70% between 2000 and 2018 and is the second leading cause of death among 15–34-year olds in Kansas.



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## Let's talk about stress

- Chronic high levels of stress are associated with mental and physical illness.
- 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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### Stress

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

Eustress v. distress

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### 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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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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## 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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## 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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### 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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### 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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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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## Activity



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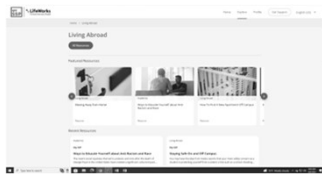
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## Resources

- My SSP website and App
- Self-compassion.org
- UCLA mindfulness
- <https://positivepsychology.com/>



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### 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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### 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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### 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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### 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).
    - Cancellation 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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### QUESTIONS? COMMENTS?



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## Stress Management Plan

### K-State Lafene CAPS

What are some potential sources of stress for you?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How do you know you are stressed? What are the emotional cues, thoughts, physical indicators, behaviors that let you know you are stressed?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

From time to time ask yourself:

1. How am I dealing with stress?
2. Am I leaving a healthy/balanced lifestyle? If not, what do I need?
3. Is my support system positive for me? If not, how can I broaden my support system?

What do you do to relax or recharge?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are the resources at your university?

1. Student Support Program?
2. Office of Student Life?
3. Counseling and Psychological Services?

What are some additional resources?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





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**Ethical AI use ched for students**

A checklist to help you to guide your usage of AI in any assignment or academic communication

**Points to consider before starting the task**

The goal is to use AI to help you think, create, and consider what you can do to address the task

- Do you understand the assignment and what you are being asked to do?
- Do you have the necessary resources and information to complete the assignment?
- Do you have the necessary skills and knowledge to complete the assignment?
- Do you have the necessary time to complete the assignment?
- Do you have the necessary support to complete the assignment?
- Do you have the necessary motivation to complete the assignment?

**Points to consider after the final submission**

The goal is to reflect on your experience and to learn from it

- Did you use AI to help you think, create, and consider what you can do to address the task?
- Did you use AI to help you understand the assignment?
- Did you use AI to help you gather the necessary resources and information?
- Did you use AI to help you develop the necessary skills and knowledge?
- Did you use AI to help you manage your time?
- Did you use AI to help you seek the necessary support?
- Did you use AI to help you stay motivated?

Available in Canvas

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### What is Generative AI?

- Creates new works using examples
- Uses algorithms and patterns
- Can improve with training
- Does not "understand"
- "Hallucinates"
- Will be integrated into many other programs (e.g. Word, speech to text, misinformation, voice imitation, virtual actors, prediction, virtual reality, etc.)



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### How will these tools change...

- ... education for students?
- ... education for teachers?
- ... your field of study?
- ... our lives?

**Discuss**



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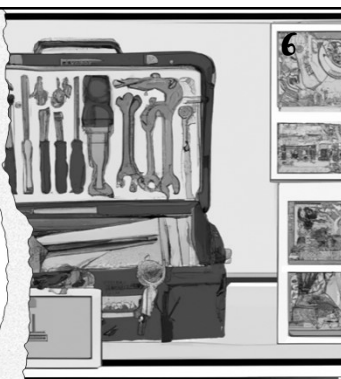
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### Skills you will need

- Analysis of AI output
- Prompt engineering
- Hybrid writing skills
- Cognitive offloading
- AI training skills?
- An AI toolbelt
- AI detection skills (misinformation & "deep fakes")



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### Collective Intelligence:

Where do the capacities of our brains overlap with the technologies we collectively use?

<p><u>Technology</u></p> <p>Writing</p> <p>Paper</p> <p>Printed Materials</p> <p>Maps</p> <p>Calculators</p> <p>Google</p> <p>Smart phones</p> <p>Translators</p>	<p><u>Replaces Talents</u></p> <p>Memorization</p> <p>Notation</p> <p>Specialization</p> <p>Orientation</p> <p>Mathematical skills</p> <p>Knowledge</p> <p>Attention span</p> <p>Linguistic Creativity</p>
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### Pew Research Poll of Americans Nov. 1-7, 2021

**Americans explain in their own words what makes them either more concerned or more excited about the increased presence of AI in daily life**

% of U.S. adults who say that overall, the increased use of artificial intelligence computer programs in daily life makes them feel ...

<b>More excited than concerned</b>	<b>Equally concerned and excited</b>	<b>More concerned than excited</b>
18	45	37

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**Reasons: "More Excited"**

- 31 Makes life, society better
- 13 Saves time, more efficient
- 10 Inevitable progress, is the future
- 7 Handles mundane, tedious tasks
- 6 Helps with work/labor
- 6 AI is interesting, exciting
- 6 Helps humans with difficult/dangerous tasks
- 4 More accurate than humans
- 4 Helps those who are elderly/have a disability
- 2 Personal anecdotes
- 2 Other people's fears based on sci-fi, not reality
- 7 Other

**Reasons: "More Concerned"**

- 19 Loss of human jobs
- 16 Surveillance, hacking, digital privacy
- 12 Lack of human connection, qualities
- 8 AI will get too powerful, outsmarting people
- 8 People misusing AI
- 7 People becoming too reliant on AI/tech
- 6 AI fails, makes mistakes
- 3 Concerns about gov./tech companies using AI
- 3 Don't trust AI or people wielding it
- 2 Unforeseen consequences/effects
- 2 Loss of freedom
- 2 Human bias coded into AI
- 2 Lack of oversight and regulation
- 7 Other

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<p>Reasons: "More Excited"</p> <ul style="list-style-type: none"> <li>31 Makes life, society better</li> <li>13 Saves time, more efficient</li> <li>10 Inevitable progress, is the future</li> <li>7 Haridles mundane, tedious tasks</li> <li>6 Helps with work/labor</li> <li>6 AI is interesting, exciting</li> <li>6 Helps humans with difficult/dangerous tasks</li> <li>4 More accurate than humans</li> <li>4 Helps those who are elderly/have a disability</li> <li>2 Personal anecdotes</li> <li>2 Other people's fears based on sci-fi, not reality</li> <li>7 Other</li> </ul>	<p>Reasons: "More Concerned"</p> <ul style="list-style-type: none"> <li>19 Loss of human jobs</li> <li>16 Surveillance, hacking, digital privacy</li> <li>12 Lack of human connection, qualities</li> <li>8 AI will get too powerful, outsmarting people</li> <li>8 People misusing AI</li> <li>7 People becoming too reliant on AI/tech</li> <li>6 AI fails, makes mistakes</li> <li>3 Concerns about gov't/tech companies using AI</li> <li>3 Don't trust AI or people wielding it</li> <li>2 Unforeseen consequences/effects</li> <li>2 Loss of freedom</li> <li>2 Human bias coded into AI</li> <li>2 Lack of oversight and regulation</li> <li>7 Other</li> </ul>	<p><b>10</b></p>
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Discuss:  
Where are you on AI today? Why?  
More excited than concerned, Equally concerned and excited,  
More concerned than excited

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**"PEOPLE WORRY THAT COMPUTERS WILL GET TOO SMART AND TAKE OVER THE WORLD, BUT THE REAL PROBLEM IS THAT THEY'RE TOO STUPID AND THEY'VE ALREADY TAKEN OVER THE WORLD."**

PEDRO DOMINGOS, *THE MASTER ALGORITHM*  
University of Washington Professor of Computer Science and Engineering

@DANCHARVEY #DYSTOPIA

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**"Some people worry that artificial intelligence will make us feel inferior, but then, anybody in his right mind should have an inferiority complex every time he looks at a flower."**

Alan Kay  
President of Viewpoints Research Institute

Copyright: Foster Text

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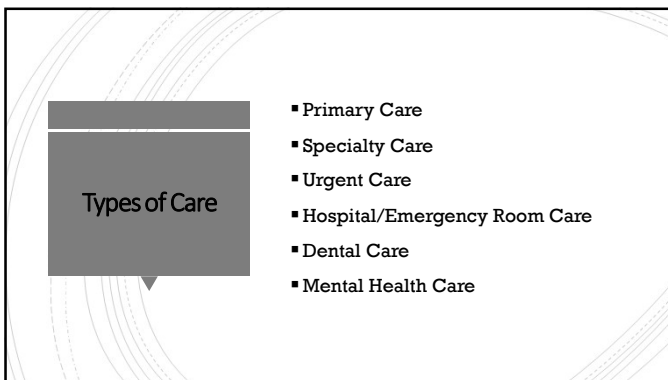
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**Making Appointments**

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

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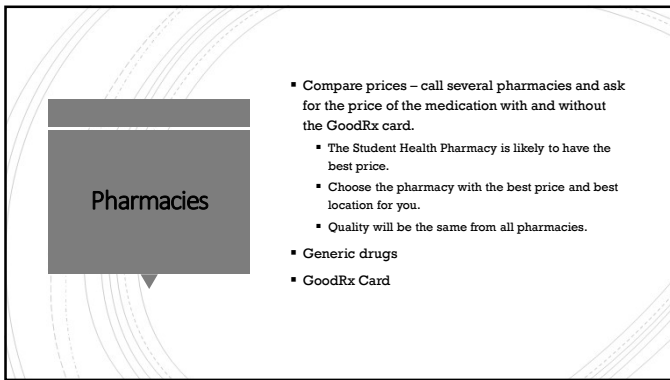
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**Pharmacies**

- 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

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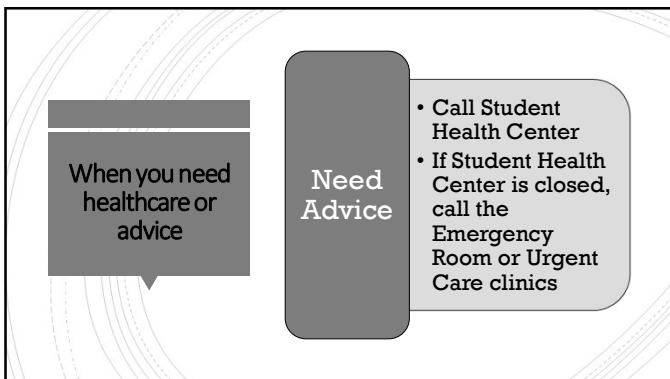
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**When you need healthcare or advice**

**Need Advice**

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

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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)

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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)

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Questions?



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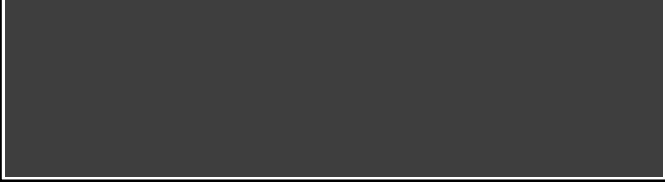
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## Zotero: Organizing and Storing Citations

Angie Brunk  
K-State Libraries  
abrunk@ksu.edu

Carolyn Jackson  
K-State Libraries  
csjaxon@ksu.edu



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### Bookmark for more help

Citations and Bibliographies Guide:  
<https://guides.lib.k-state.edu/citations>

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### 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

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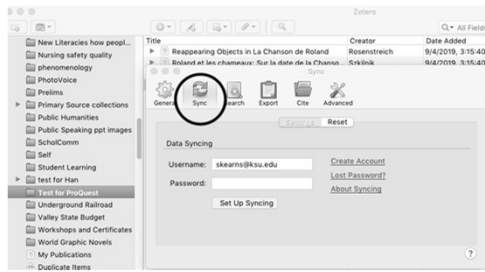
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## Sync Zotero to Your Account



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## 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

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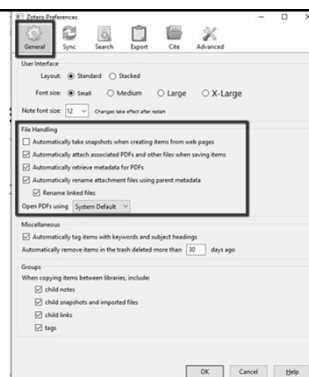
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## Activate attachments

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



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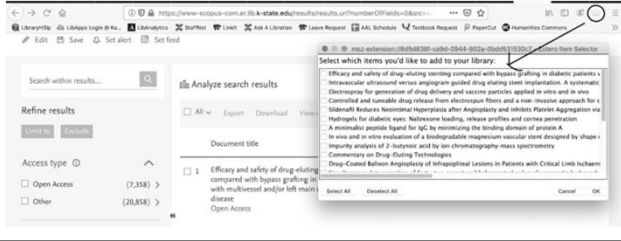
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### Save records to Zotero with the Connector



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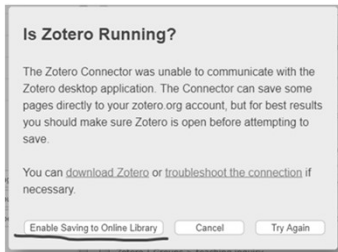
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### Chromebook or tablet?



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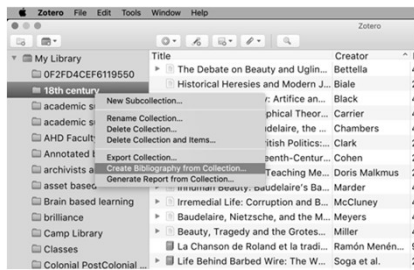
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### Create a bibliography



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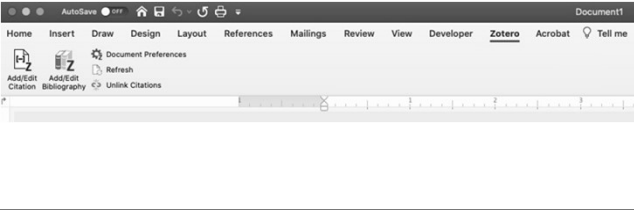
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## Embed in Word, Google Docs



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## Public Computer? Unsync Zotero

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



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## 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

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**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.

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# Time Mangement

Tim Peverill

The Photo by iStockphoto and iStockphoto.com (2) (4) (4) (4)

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Know Yourself



## Survey

<https://forms.office.com/r/XrpCe00uLT>

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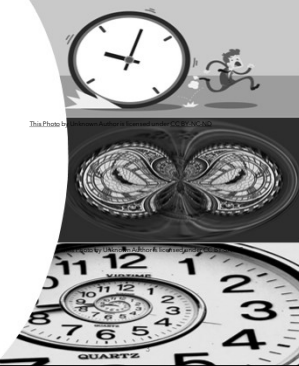
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### Chronemics:

a cultural classification of time concepts

- Linear
- Multi-active (Polychronic)
- Cyclical



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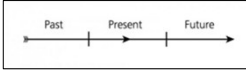

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### Linear

**High Values**

- Time management,
- Work efficiency
- Respect the clock
- Focus on one thing at a time
- Begin and end on schedule

**Culture**

- Predominant in northern Europe, Anglo-dominant countries
- Driven by industrialization
- Achievement of goals centralized
- Time is money

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### Multi-active / Polychronic

**High Values**

- More activities together
- Synergy and creativity
- Finish social conversations-don't let the clock stop you
- high-quality meetings involving everyone

**Culture**

- Predominant in southern Europe, Near East, African, Latin-dominant countries, India?
- Driven by community
- Energy and experience are centralized
- Time will stretch

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### Cyclical

**High Values**

- Do it right and time will make room
- Ritual, tradition, propriety, and respect
- Slow is fast when flow is achieved
- Anything worth doing is worth doing right and worth doing again
- Silence, empty space, and reflection have an important place in interactions and discussion

**Culture**

- Predominant in China, Japan, Korea?
- Patience brings all things back to you
- Wait for those above you
- Achievement of harmony is centralized
- Time is to be savored

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Sorting into groups  
Get out of your chairs



The image shows four people standing and holding up various shapes: a square, a circle, a triangle, and a rectangle. They appear to be participating in an activity where they sort themselves into groups based on these shapes.

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When I heard we were going to do a session on time management, I ...

... was quite interested      ... not very interested



The slide contains two empty rounded rectangular boxes, one under each interest level, for recording the number of people who chose that option.

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I believe that I do a pretty good job managing my time.

Yes (dark shade)      No (light shade)



The slide contains two empty rounded rectangular boxes, one under each response option, for recording the number of people who chose that option.

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**Observe Your Group**

- What commonalities do you notice?
- How is your group different than the other 3 groups?
- (Think about both cultures and personalities)

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**Story Time: Find a partner.**

Start a personal story with one of the following phrases:

- The first time I tried a time management technique, ...
- I know someone who is very into time management ...
- I realized I need to manage my time better when ...
- I used to be very concerned with time management ...

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**New Groups**

Form groups of 4. Everyone should have a different color of card.  
(Leftover people - Spread yourselves out into different groups.)

- Report to your new group the observations and discussions from your first group.

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**Individual Research Time: 5 minutes**  
 Find out as much as you can about one of the following time-management techniques.

10-minute rule	Pomodoro Technique
Eat That Frog (MIT)	Pareto Principle
Getting things Done (GTD)	ABCD analysis
Eisenhower Box	Inversion Checklist

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**Report to the Group**

- Describe the technique or principle to the group.
- Tell what you like or dislike about the technique.
- What practical steps would you need to take if you tried this technique for one week.
- Is there another technique or principle or app that you think is helpful? Describe it and give your experience using it.

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**Application: Choose One**



- 1) Write your **reflections** on any thoughts you had today or what you learned.
- 2) Write a time-management element into your "**Personal Action Plan.**"
- 3) **Thank** two of **your classmates** for teaching you something today.

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**Research Compliance Overview - IRB**

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**University Research Compliance Office**  
 203 Fairchild Hall – Lower Mezzanine, Manhattan KS 66506  
 Phone: (785) 532-3224, fax: (785) 532-5944  
 email: [comply@ksu.edu](mailto:comply@ksu.edu)  
<http://www.k-state.edu/comply/>

←————→

**Brad Woods - Associate Vice President for Research Compliance**

**Heath Ritter - Director**

**Anna Lemmon– IACUC Coordinator**

**Lisa Brummett - Export Controls Compliance Officer**

**Greg Peterson – IBC Coordinator**

**MaKenna DeHart – Senior Administrative Assistant**

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**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 Information(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/>

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“It is easier to ask for forgiveness than to ask for permission”

Not a good strategy for dealing with compliance issues!!

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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

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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)

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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

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### 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)



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### 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”



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**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/>

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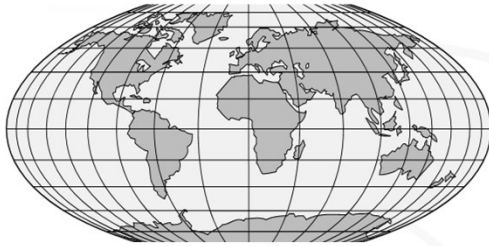
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**Approval by The Committee on Research Involving Human Subjects (IRB) is fundamental to the conduct of human subjects research at KSU, and at other research institutions both inside and outside the U.S.**



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

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### 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.



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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.

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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

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### 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



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**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.



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**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. Lisa Rubin (2-3224)

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

Heath Ritter

Brad Woods

Anna Lemmon

Greg Peterson

Lisa Brummett

MaKenna DeHart

The University Research Compliance Office, 203 Fairchild Hall, 532-3224,  
[comply@ksu.edu](mailto:comply@ksu.edu), <http://www.k-state.edu/comply/>

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# Success and the Growth Mindset

APRIL DARNELL & TIM PEVERILL

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Discuss:

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 think this?
2. If you think it is possible to become smarter, what kinds of things could you do to make yourself smarter?



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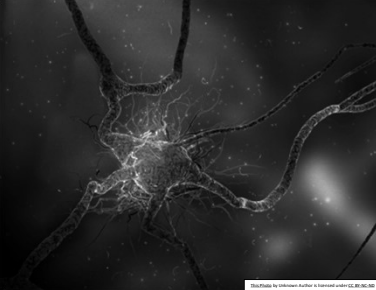
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## Video from Khan Academy

**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.**

<https://www.youtube.com/watch?v=W0UJ8r0Ks>

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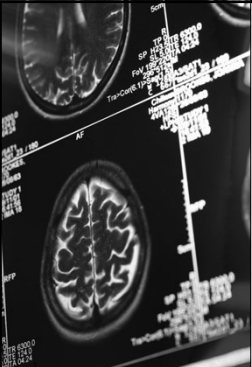
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Discuss:

- > According to the video, how do people become more intelligent?
- > How does the diagram on the video of the neurons "At birth vs. At age 6" demonstrate this?
- > How are our brains like muscles?
- > When do our brains grow the most?

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Neuroplasticity Video

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Explains how our brains are capable of changing throughout our lives



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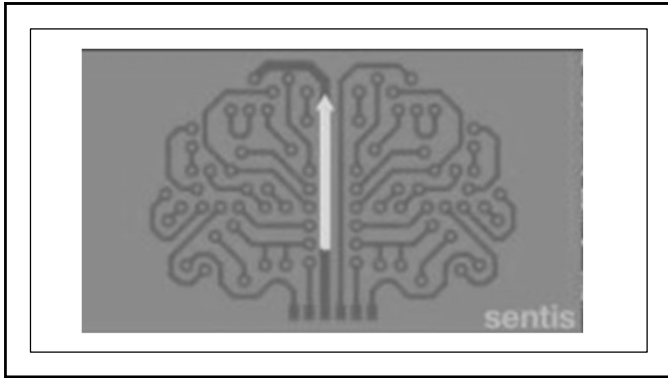
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**Discuss:**

- According to the video, what have scientists recently learned about how the brain works?
- How are the neural pathways in your brain like roads?
- How is this new knowledge about neuroplasticity good news for students (or anyone who wants to learn)?

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**Discuss your experience:**

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Has there ever been a time in your life when you have had to work hard or take on challenges to learn?

What strategies did you use to learn something or to improve a skill.

Share a story about a time when you made your brain smarter.

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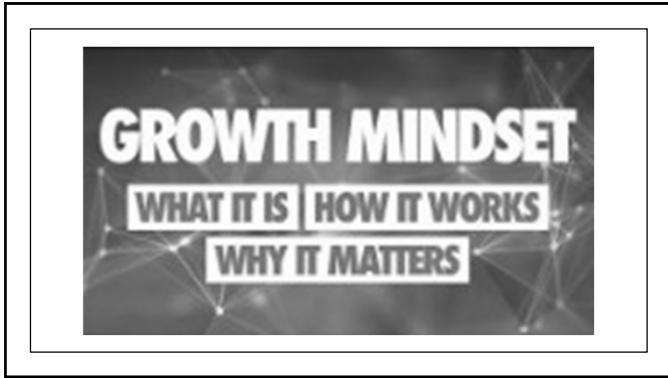
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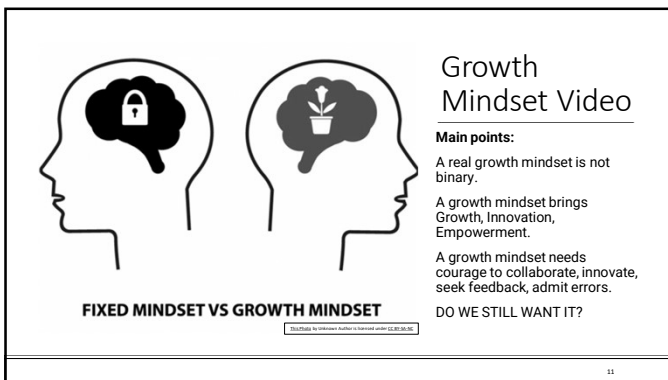
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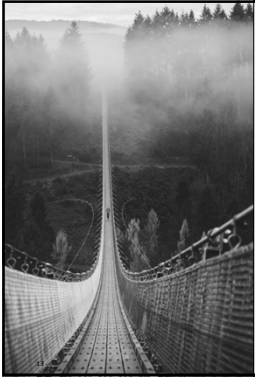
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Discuss:

- > Do you have an experience of when collaboration led to innovation?
- > In what situations is it hard to admit your errors? In what situations is it easy?
- > When seeking feedback, it is crucial to have already built bridges of trust. How do you do this in an academic situation?

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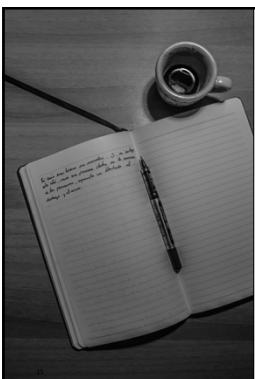
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Reflective Writing

Write about an area of your life in which you could benefit from developing a growth mindset.

OR

Write about something that you thought about today that you did not share with your group.

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