

OSU & US Transitions Course

Initial Thoughts on a Course Outline that ties together American Survival and ALS 116

Week/Class	Class Theme & Topics Discussed
One	<p>Introduction:</p> <ul style="list-style-type: none"> • To OSU • To this Transitions Course <p>Topics:</p> <ul style="list-style-type: none"> • Things we've seen in the United States so far. First impressions. What do we do with these impressions? Introduction to the journal. <i>(To get students to delve into identity and social justice issues, we can have them write a journal in which they will free-write about some questions we pose. These questions can be about race, school, food, language, and other aspects of culture. The journal should be reflective in nature and should allow students the time to think about their feelings and experience. This may be a shift for students as not all cultures encourage this level of self-reflection and/or expression.)</i> • Who am I? exercise <i>(This would be an in-class activity in which students would share about who they are. We can have specific prompts (i.e. Where their name comes from or what it means; How they view themselves; What they would want the class to know about them and remember?) if we would like.</i>
Two	<p>Academics in the United States</p> <ul style="list-style-type: none"> • Personal responsibility – <i>The key to succeeding for college students in the U.S. is tied to taking responsibility for one's education. Personal responsibility entails locus of control, proactivity and mindset. We can look at Adrienne Rich's speech "Claiming an Education" to frame the discussion.</i> • Negotiating – <i>Discuss the idea of negotiating with an instructor. Talk about the importance of the syllabus as an agreement between the students and instructor. Some instructors will not budge on due dates and students need to understand that from the beginning.</i> • Participation – <i>Though many students may not be used to active participation in classes, in some classes and fields in the United States, active participation is expected and required for success. Defining/discussing active participation is a key part of this topic. Different instructors may define participation differently. If participation is part of the grade, the student may want to find out what that means to that instructor.</i> • Meeting with instructors – <i>Meeting with your instructors can be intimidating for many students. Knowing that it is okay and even encouraged to approach instructors for extra help and support may be a new idea to students. Possible homework/journal assignment – to meet with instructor and write about the experience.</i> • Tutoring services and/or study groups – <i>Different colleges and departments offer different academic support services to students. We will discuss individual offerings through different colleges as well as services like the Academic Success Center and the Writing Center.</i> • Motivation & Goal Setting – <i>Another key part of students' academic success is to stay motivated. One of the ways students can stay motivated is by setting SMART goals that will help them achieve the level of success for which they aspire. SMART goals are goals that are specific, measurable, attainable, relevant, and time-bound.</i>
Three	<p>Living & Studying in the United States</p>

	<ul style="list-style-type: none"> • Time management – <i>Research of managing time. Locus of control. Finding the right tools to manage your time effectively. Some general discussion. Some tangible tools.</i> • Safety – <i>Share information from OSP, Public Safety, SHS, etc. Discuss Corvallis safety and the alerts they may see on email.</i> • Shopping – <i>Shopping in Corvallis. Share resources on places to shop in Corvallis and be specific about what exactly we can purchase from the different shops. Other shopping opportunities in Oregon – Woodburn Outlet Mall, the Outlet Mall in Lincoln City, Portland for shopping, Online shopping. Discuss Craigslist as a tool and when to use/not use this service. (Jalloul at INTO is a great resource to consult when approaching this topic.)</i> • Transportation – <i>Public transportation in Oregon. Come up with a scenario of a place they need to go by a certain time. Give them paper brochures and schedules of when things are available. Have them choose the best option for their travels – discuss the different types of travel. What is most convenient? Most comfortable? Most affordable? Examples of students’ favorite transportation services.</i>
Four	<h3>Academics in the United States: Study Strategies & Skills</h3> <ul style="list-style-type: none"> • Memory Process & Studying – <i>At this point, we discuss the way we study. Many students put in hours and hours of studying and do not get the results they want when they study. We’ll talk about diversifying our studies with interleaved practice. We’ll also discuss the importance of distributed practice on the memory process. We’ll discuss the concentration cycle and when students should take breaks and how long those breaks should be.</i> • Active reading & Note-taking strategies – <i>Do students take notes when they read? Are they taking notes that they can use to study for an exam? We’ll discuss the different formats for note-taking including Cornell Notes, using a matrix, outline format, and mind-mapping. We’ll also discuss using reading strategies to ensure that students are retaining what they’re reading. Reading strategies help us monitor our own reading progress and comprehension so we don’t read through an entire chapter without remembering what we read.</i>
Five	<h3>Academics in the United States: Academic Integrity</h3> <p>Presentation in conjunction with Student Conduct</p>
Six	<h3>Diversity Day</h3> <ul style="list-style-type: none"> • Defining diversity - <i>The diversity discussion should be well-facilitated. When we talk about diversity, we will begin with the value of diversity. However, we want to ensure that when we discuss diversity, we go further and talk about equity and inclusion as the positive effects of diversity are not always experienced without those two components.</i> <p>Questions to consider answering during this discussion:</p> <ul style="list-style-type: none"> • What sort of experiences have students had with diversity at home? • What has it been like so far in the United States? • Why is diversity important? • How can diversity and sharing of cultures and identities help create a better campus and a better world?
Seven	<h3>Health & Wellness</h3>

	<ul style="list-style-type: none"> • Wellness Wheel – Emotional, Environmental, Intellectual, Social, Physical, Spiritual, Occupational – This Wheel is from the Healthy Campus Initiatives Page with Student Resources on OregonState.edu. – <i>To talk about health and wellness, we will give students an opportunity to reflect on their own holistic wellness. Students will fill out a wellness wheel and think about areas in their life where they may want to work on. We'll share information about campus resources that can help them with this process. We may also want to consider sharing a healthy snack (sponsored by Healthy Campus Initiatives perhaps) and doing a five minute exercise activity to reiterate the importance of health to your wellbeing.</i>
Eight	<h3>Stress & Self Care</h3> <ul style="list-style-type: none"> • Finding Balance – <i>Finding balance tends to be a lifelong challenge for most folks. In this class dedicated to finding balance and managing stress, we will talk about what sort of opportunities students have at OSU and in Corvallis to get involved and relieve stress.</i> • Student Involvement – <i>We will have students share their experiences throughout the term. What activities have they been doing? How have they been making friends?</i> • Brainstorm Activity – <i>Students will work in teams to create a campus activity or event that can share their cultures and/or identities with the campus community. They can be as creative as they want. If students get very excited about the opportunity and want to follow through, they can create an internship opportunity with International Programs to make the program come to fruition.</i>
Nine	<h3>Living as Educational Migrants</h3> <ul style="list-style-type: none"> • Identity – <i>Though the students will have discussed what it is like to study in the United States in earlier classes, during this class, students will be share in more depth their experience living in the United States as educational migrants.</i> • Presentations – <i>The format for this class will be semi-formal. Students will present to a larger community audience about what they have faced during their time in the United States. Campus partners and people from around the university will be welcome to join the class to learn more about the student experience. The idea of this class is to open up the experience to the campus community and hopefully help inform us so we can improve our services to international students.</i>
Ten	<h3>Final Class</h3> <ul style="list-style-type: none"> • Final Reflections – <i>During the final class, students will talk more about what they have learned in the class. They will have a chance to ask their instructor questions they didn't get a chance to ask earlier (i.e. Where can I go to sing karaoke in Corvallis?) and to make plans to stay in touch with their classmates. Students will also have an opportunity to sign up for peer mentoring programs and other student clubs.</i> <p>Questions to discuss may include the following:</p> <ul style="list-style-type: none"> • Where do we go from here? • What have I learned this term? • How else would I like to get involved on campus and in the community? • What are three goals I have for next term? • What are two things I will do over the break that I never have time to do? And how can I try to integrate the things I love into my regular schedule?

Eleven/Finals

Optional

- *The finals week class is optional for students. If they would like to meet with the instructor during the scheduled finals time, the instructor will facilitate a game/networking opportunity for the students. The idea behind this is that we want students to opt in to the social activity. If the instructor is open and willing to share these two hours to facilitate student growth and involvement, the students may be more likely to attend the FUN event and continue their relationships with their classmates and instructor.*