

FOCUS

Challenge? Reaction? Insight? Action

Chapter Six – Developing Technology, Research, and Information Literacy Skills

- ❖ **Reading Assignments** – Chapter 6, pages 123-150
- ❖ **PowerPoint Presentations** – Chapter 6
- ❖ **FOCUS on Community College Success Resource Center** –
 1. Challenge Quiz – Chapter 6
 2. iAudio Chapter Summaries – Chapter 6
 3. Your Type Is Showing – Chapter 6
- ❖ **Assignments** –
 1. Leader Assignment
 2. College Success Profile
- ❖ **Discussion Board Postings**
 1. Color Story
 2. Challenge Case - Dario Jones

Chapter 6 begins with the Dario Jones' case on pages 124-125. Read Dario's story then review the *REACTION – What Do YOU Think?* questions. Does Dario's story relate to your own experience in some way? Have you ever been faced with Dario's problem?

Technology Skills: Wireless, Windowed, Webbed, and Wikied

College may open a new world of technology for you. Some technology an instructor may require for an assignment might seem intimidating. Don't let it be! Take a deep breath and enjoy learning something new! As with anything, practice makes perfect. The more you engage in trying new technology, you will find more comfort and gain more experience.

The Internet: The Good, the Bad, and the Ugly

The Good:

- Currency (timely) – large majority of information is current,
- Availability – the Internet never sleeps,
- Scope – variety,
- Interactivity – option to communicate, and
- Affordability – a lot for the cost of monthly access fee

Which learning style preference do you think would most likely find computer technology helpful? If you answered kinesthetic (tactile), you would be right. Not that

other preferences don't appreciate the computer; however, the kinesthetic learner finds the computer interaction a nice compliment to their learning style.

As a Greenville Tech student, you are assigned a Google GMAIL e-mail account. Your GMAIL e-mail works like a Yahoo or Charter account, you may send and receive emails from off campus. You will receive communication from the College, instructors and classmates in GMAIL. It is important that you check your GMAIL e-mail often to maintain your responsibility as a student.

The Bad:

- Inaccuracy - remember anyone can post on the Internet. If you are looking for valid opinions, look for credible sites that monitor the articles on their sites. For instance, if we are looking for valid information about cancer, The American Cancer Society would have accurate data. Typically, .gov and .edu sites are heavily monitored, as well as, many .org sites. Even if a site has a .gov, .edu. or .org extension you would still need to search for validity and accuracy tips. While some .com sites are very credible, be leery of .com sites for factual information. You need to be extremely cautious when using them as a valid reference.
- Laziness – Copying and pasting information from an original source to your paper can sometimes lead to plagiarism.
- Overdependence – Did you ever see “Jay Walking” on The Tonight Show when Jay Leno hosted? His interviews were always humorous. Can you believe some people could not name the first President of the United States? I hope you know that answer is George Washington. Are we too dependent on being able to “Google?”

The Ugly:

What's on your MySpace or Facebook page? Do you have too much personal information on your page? Refer to Figure 6.1 on page 129 and read The Ugly to evaluate your own site. Tip for the future ... many employers are reviewing *MySpace* and *Facebook* pages in evaluating prospective employees.

Cheating? Plagiarism? Many colleges use a plagiarism checker to detect plagiarism on papers. Best advice is to use your time management, write your own paper and earn an honest grade. Don't let your educational goals be cut short by taking the easy way out by plagiarizing or cheating.

Review Exercise 6.1 – *How Tech-Savvy Are You?* on pages 132-133. Also, review Box 6.1 on page 134 *Other Need-to-Know Technology Definitions*.

Netiquette: Online Manners Matter:

Writing reflects your attention to detail, even in an e-mail. Make it a habit to use your spelling and grammar checks to catch your errors before pressing the send button. Just as there is a code of etiquette when communicating in person, there is a similar code for communication via e-mail known as netiquette. Staley lists 10 online manners on

page 134. Refer to this for your e-mail, but many will apply to the discussion board as well.

1. Don't send a message that you don't want to risk being forwarded to someone else
2. Don't hit the "send" key until you've given yourself time to cool off, if you're upset.
3. Don't forward chain e-mails.
4. Don't do business over your school e-mail account.
5. Don't spread hoaxes about viruses or false threats
6. Don't type in all CAPS.
7. Don't be too casual.
8. Don't forget **important** details.
9. Don't hit the "Reply to All" key, when you mean to hit the "Reply" key.
10. Don't forget to fill in the subject line.

Taking Online Classes: E-Learning versus C-Learning

C-Learning is traditional classroom learning. E-Learning is learning by engaging in distance education electronically or online. Many of your classes may be hybrid or blended. A hybrid class combines a traditional classroom with an online component. Are you self-motivated? Self-disciplined? Organized? If you can answer yes to all of those then e-learning may be for you. If you answered no, investigate fully before enrolling in an online class. Online classes require a great deal of motivation and organization to be successful. Just as you give "seat time" in a traditional class, typically 3 hours per week, you would need "seat time" at the computer for your online class. Many students believe that online learning is easier, only to find that is typically not the case. In an online class YOU are responsible for going through your lecture and reminding yourself about assignments. Many extraverted students miss the classroom interaction of a traditional classroom.

Refer to Staley's suggestions for "making the best of your e-learning opportunities" on page 136.

1. Work to get course material
2. Communicate your needs to your professor
3. Stay in touch with other students in the course
4. Take notes
5. Keep your antivirus program up to date
6. Create a productive learning environment
7. Use each login session as an opportunity to review
8. Call on your time management skills

Information Literacy and Your College Success

Refer to Figure 6.2, *Six Steps to Information Literacy* on page 140. These steps will assist you in exploring the sites for your Career Notebook assignment.

Master the library – The Greenville Tech library is located at the Barton Campus in the Technical Resource Building 102. The library can also be accessed online at <http://www.gvltec.edu/library>

Finding the Best Data

The Internet is loaded with information both valid and invalid. For instance, if I *Google* “cancer” I get 183,000,000 hits. Are all 183,000,000 valid on the cure for cancer or the effects of cancer? No, they are not. This search can be fine tuned by narrowing your search. You narrow your search by identifying key concepts or ideas of the subject. In addition, using words like “and” instead of “or” will narrow your search. For instance, if I narrowed my Google search to “cancer and teenage smoking” my results narrow to 5,220,000. This number is still too large to research. However, if I searched for “teen smoking effects and cancer” the search narrows to 136,000. To define the search more, I might search “female adolescent smoking and breast cancer” which produced 44,400 results. To narrow again “female adolescent smoking and breast cancer and South Carolina”, producing 4,460 results. As you can see, the more detailed you are in your search parameters, the lower the number of results. Understand that 4,460 results is still too large to work with on a research project. This topic would still need to be narrowed by refining your search to a workable number of results.

It is important to investigate the validity of your source. (Santrock and Halonen pg 125) Santrock and Halonen list a few pointers on “Finding the Best Data.”

Avoid opinion pieces that can't be substantiated – Be sure you can validate the source.

Identify the author and verify the author's expertise - Pay attention to who wrote the article. Using the cancer example, if the person writing the article claims to be a leading cancer doctor investigate their validity. What hospital are they employed? What research agency? Where are their research findings? Do they have a medical license number?

Check the date - If you are reading an article on cancer, check to see when the article was written. If the article is old, there could be a new drug now available that can cure the cancer or a new method of treatment. Your article could show the cancer as terminal due to the date it was written when actually that information would no longer be valid.

Trace information to its original source and strengthen your confidence – Possibly, trace the article back to a published journal. Journals have “refereed” articles, which means the article was presented to an editorial board and approved by that board prior to being published. The board approving would have verified the credentials of the author as well as the research information produced in the article.

Don't be taken in by aesthetically pleasing websites- Just because the website is attractive doesn't mean that the information posted is valid. Look for clues that offer validity such as links to reputable organizations, links to published journals, etc.

Staley also lists five criteria steps for evaluating online sources on page 142

1. Currency

2. Accuracy
3. Authority
4. Objectivity
5. Coverage

As the old saying goes, “don’t believe everything you read.” Just because something is printed professionally or looks good doesn’t mean the information is accurate. You need to get in the habit of reading and reviewing with a critical eye. Always consider the source. Keep the thought if a source is not reputable then the information is questionable.

Writing

By now you should have completed or almost completed reading *Who Moved My Cheese?* by Spencer Johnson, MD. For this section I will be referring to your *Who Moved My Cheese* paper. The purpose of the *Who Moved My Cheese* paper is for you to begin expressing your ideas. For the assignment, you were given some leading questions to begin your thought process on what you read. You might construct a concept map to brainstorm/develop your ideas.

I have recently visited several businesses to find out what qualities they look for when hiring an employee. Every company I visited stressed the importance of good communication skills. They emphasized the need for good writing and speaking skills as essential parts of the job qualifications. Staley lists 3 stages of writing on pages 144-145

Stage 1 – Prewriting

GET ORGANIZED

Establish your writing routine

Stock your reference shelf – keep a dictionary, thesaurus, atlas, style manual and book of quotations on hand for reference. Using a thesaurus is a great place to improve the language of your paper. Instead of using the same word over and over, look for other options. A book of quotations is another great tool. Quotes are a great way to open or close a paper or speech. Tip ... make sure the quote has some relation to the paper or speech.

Find a place to write – your place to write will be much like the best place to study! It should be a place where you can concentrate and be creative. Many famous writers sit at a window with a calming view.

Clarify your goal – What type of assignment have you been asked to construct? What is the length? For your *Who Moved My Cheese?* paper your assignment is to construct a 3-5 page thought paper

Define your purpose – (1) Expository – to explain; (2) Description/Process; (3) Reflection or (4) Original Writing. The *Who Moved My Cheese?* paper is a reflection paper. You will be writing your own reflections to your life in comparison to the characters and story.

Select a Topic – There will be times when your topic is assigned and other times when you may have to select the topic or narrow down the topic given. This is where brainstorming comes in handy. Explore various strategies (Santrock/Halonen -245)

1. *Look through your notes*
 2. *Examine your textbook and other readings*
 3. *Explore personal experience*
 4. *Consider what would be the most fun or have the most future value*
 5. *Carry a small notebook to keep ideas*
 6. *Consider developing a research stream*
- Narrow Your Topic* – (Santrock/Halonen -252)
1. *Free Write*
 2. *Brainstorm* (Concept Maps work great with brainstorming)
 3. *Talk It Out*
 4. *Ask Questions*
 5. *Begin Reading on the Topic*

Develop a Working Thesis - A thesis is the main point or idea of your paper

Stage 2 – Writing

Below are tips from **English-Zone.com** <http://english-zone.com/writing/para-prewrite.html> on how to write a paragraph.

Prewriting Paragraphs <http://english-zone.com/writing/para-prewrite.html>

What is the prewriting stage?

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

Six Prewriting Steps

1. Think carefully about what you are going to write.

Ask yourself the following questions: What question am I going to answer in this paragraph or essay?

How can I best answer this question?

What is the most important part of my answer?

How can I make an introductory sentence (or thesis statement) from the most important part of my answer

What facts or ideas can I use to support my introductory sentence

How can I make this paragraph or essay interesting?

Do I need more facts on this topic?

Where can I find more facts on this topic?

2. Get out some paper.

Write out some answers to the above questions. Don't spend a lot of time doing this; just make a few notes to help you remember why and how you are going to write your paragraph or essay.

3. Gather some facts related to your paragraph or essay topic.

Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.

4. Add some new ideas.

Ask yourself these questions: What else do I want to say about this topic?

Why should people be interested in this topic?

Why is this topic important?

5. Decide on the main idea of your paragraph or essay.

Choose the MOST IMPORTANT point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.

6. Organize your facts and ideas in a way that develops your main idea.

Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it.

Follow these steps:

Look at the facts you have written.

Look at your own ideas on the topic.

Decide which facts and ideas will best support the main idea of your paragraph.

Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay.

<http://english-zone.com/writing/para-prewrite.html>

Your First Draft

Know your Audience

Organize Your Argument

Introduction

Body

Conclusion

Stage 3 – Rewriting

Revise and Revise Again (Santrock and Halonen)

Assess it – Do you need to change the order of sentences or paragraphs to enhance your message?

Reread it – Read it out loud! You will be surprised how easy it is to hear mistakes that you do not see! When reading your paper, sometimes your eyes/brain will correct your mistakes as you read.

Give it to others to read – Similar effect to reading out loud. Others will see mistakes that you may be skipping over. If this is not an option, put the paper aside for a day or two then read it again. If you don't have a day, lay it aside for few hours before final edits are made.

Write the appropriate length – Points are usually deducted if your paper is too short or too long. Pay attention to the assignment guidelines.

Edit (Santrock and Halonen)

Refine your style

Follow the rules – You are to use some MLA formatting for your ***Who Moved My Cheese?*** paper. For papers you may be asked to write in other classes, be sure to follow the assignment rules as well as the formatting rules. In WEBLINKS you will find the link <http://owl.english.purdue.edu/owl/resource/557/01/>. This is a great tip resource with MLA writing.

Grammar – If need assistance with checking grammar or punctuation, use the Writing Center located in the University Transfer Building – Room 136. You can use the Writing Center for assistance with writing papers for any class, including College Skills.

Punctuation –see grammar

Spelling – Use the spell check feature!

FINISH IN STYLE (Santrock and Halonen)

Pick a compelling title

Produce a professional product

Proofread the final draft

Evaluate your work

Meet Deadlines

SOLVE WRITING PROBLEMS (Santrock and Halonen)

Learn from feedback – When you get your corrected papers back, learn from your mistakes. Improve on your next paper.

Find your unique voice – Once you get more practice at writing, you will find your own style. Think about the authors of books you like to read. You may choose that particular author because of their style of writing.

Stop procrastinating – Waiting to the last minute to write a paper is not wise. You need time to revise and edit your paper ... as well as proof it. Create a realistic timeline and stick to it!

SPEAK (Santrock and Halonen)

If you are in an associate degree major or planning to transfer to a four-year institution, you more than likely will have to take a public speaking course. Good speaking skills are needed in the workplace. Embrace your public speaking course ... learn from it!

When choosing a topic to speak on, choose something you will feel comfortable talking about. By being comfortable with the subject, you will be less nervous. When I took public speaking at Lander, many years ago, the speech I received the highest grade was the speech I enjoyed talking about.

Pursue the Spotlight (Santrock and Halonen)

Write a Good Speech

- * Define Your Purpose
- * Engage Your Audience
- * Build Your Message

Deliver a Good Speech (Santrock and Halonen)

- * Rehearse
- * Look the Part
- * Polish Your Delivery
- * Use Media Effectively
- * Finish Gracefully – As with a paper, you should finish your speech with style

Improve Your Speaking Skills (Santrock and Halonen)

- * Evaluate Your Work
- * Solve Delivery Problems
- * Seek a second chance

Be sure to review Box 6.2 PowerPoint or PowerPointless? Five Ways to Your Presentations Stand Out. Using the PowerPoint tips in Box 6.2 will help you in developing presentations for this class and others.

Downloading Your Workload: The Easy Way Out?

P L A G I A R I S M don't do it!!!!

Plagiarism is copying someone else's work without giving them credit ... claiming it as your own. Instructors are savvy in catching cheating. Don't gamble your grade on trying to take a short cut. There are software packages used by many academic departments that can trace evidence of plagiarism.

One of the main reasons students sometimes resort to plagiarism is that they are not using good time management skills. Poor planning leads to taking the easy way out. On pages 147-149 Staley answers four scenario questions that can guide you to making good decisions when citing work.