

Highest Impact: Semester Long Co-Curricular Integration

The Highest level of integration will require the most work and intentionality. However, this level of co-curricular integration will provide students with a profound learning experience throughout their first semester of college and help them to understand that learning throughout their collegiate experience happens both inside and outside the classroom.

Listed below are a series of sample projects that have been used by professors in the past to integrate co-curricular learning into their curriculum.

Semester Long Projects

Campus Challenge Assignment

Adapted from: Professor Pamela Clark's Assignment

Students will have the entire semester to get earn a certain number of points (that you can assign) connected to a variety of events on campus. They can pick and choose which events they would like to attend as long as they have the designated number of points by the end of the semester and they have gone to the designated number of events from each section. To get points for the event the students must write a reflection paper on the event they attended.

Go to 2 Cultural Events. Find a list of events by clicking on the website:

<https://diversity.iupui.edu/offices/mc/calendar.html>

Go to 1 IUPUI Tradition. Find a list of events by clicking on the

website: <http://studentaffairs.iupui.edu/involved/pride-traditions/traditions/index.shtml>

Go to 2 Campus Events. Find a list of events by clicking on the

website: <http://studentaffairs.iupui.edu/events/index.shtml>

Reflections Paper:

Campus Event Report

Consider strongly encouraging or requiring attendance at co-curricular activities as part of the curriculum for the course. Attendance and participation could also be awarded points as an additional incentive for attending the program. Here is a sample form you could have your student complete following the event. This may also be adapted for the ePDP within the My Involvement section.

To get all the points for each event:

- Attend the event
- Complete the form/answer questions below
- Write about the event (approximately 2 pages typed, double-spaced, 12-point font) using your notes
- Include a title on your paper
- Attach this cover page

Event: _____

Submitted by: _____ **Date of Event:** _____

Signature of IUPUI University Official (sponsor) _____

Event Description, including location, attendance, "atmosphere", etc. Paint a picture in words so that someone who was not there could understand what you attended.

How does this event connect to what you are discovering about yourself?

How does this event connect to what you are discovering about the IUPUI campus?

How does this event connect to building your success network and planning for your future?

How does this event connect to what you are discovering about the decisions you're making in your first semester?

If the event was not ideal, how would you make it better?

Additional comments/suggestions:

Tunnel of Oppression Assignment

The Tunnel of Oppression is an event that happens each year on the IUPUI campus. It is an interactive production created by the Social Justice Scholars, Resident Assistants, and other dedicated staff and students. The Tunnel aims to highlight contemporary social justice issues and to introduce participants to the concepts of oppression, micro-aggressions, and the "isms" faced by numerous communities in today's society. Participants are guided through a series of scenes that aim to educate and challenge them to think critically about issues of oppression. At the end of the tour, participants are provided with the opportunity to discuss their experiences with each other through a guided facilitation led by a faculty or staff member. You can reference the following guide to help build this program into your class in an impactful way.

- First, invite the 'Social Justice 101' presentation into your classroom. Found on presentations section of the website.
- Second, have your students go or go with your students to the 'Tunnel of Oppression' event. It could fall during your class time, and you could go during class. The event is **Nov. 7-9, 2017**. There will be opportunity to debrief during the event.
- Lastly, assign your students a reflection paper about their experience. Have them consider the following questions when they are writing their paper:
 - What are forms of oppression?
 - Who are oppressed populations and in what ways are they oppressed? What is the relationship between power and privilege?
 - In what ways can you define micro-aggression?
 - What did you learn from being exposed to the topics?
 - What topic was the most impactful?
 - What have been different events that have happened recently that have a harmful effect on a specific group of people?
 - How have you become aware of your own biases from this experience?
 - How will your interactions change with others as a result of this experience?
 - What will you do to fight oppression?

Create a Book Swap - Group Project – Adapted from FYS Professor Gwen Chastain

Gwen Chastain's FYS consisted of students who all lived on campus. Her class worked on building a student library in the Tower Resident Hall. They worked together throughout the semester on this project. In the end, the students created a sense of cohesion as a class, a sense of pride towards their campus community, and learned the value in giving back to their community. **Listed below is the insert from Gwen's syllabus used to describe this assignment.**

The purpose of this project is to encourage recreational reading among IUPUI students. By creating an attractive, comfortable space in the Tower Residence Hall where students can easily access reading materials, you will help build a culture of reading on campus and a place where community centered on reading can occur.

Learning Outcomes:

- Identify different kinds of genres of fiction in order to expand your reading options.
- Create evaluative criteria for distinguishing between genres.
- Analyze your own reading preferences in order to locate titles for leisure reading.

Assignment: You will be divided into groups of three and assigned a genre. Each group will be responsible for collecting ten titles (total) of their assigned genre: Adventure, Mystery, Romance, Fantasy, Science Fiction, Historical Fiction, Literary Fiction, Memoirs and Biography, Humor, Sports (nonfiction)
Your group cannot spend more than \$10 (total) on titles. One of the purposes of this activity is to connect you with your literary community in Indianapolis. Many organizations in the city will donate books. Try libraries (public or university) or bookstores (Indy Reads, Half Price Books). Talk to teachers and professors. Thrift stores (Value World, the Goodwill and the Salvation Army) are also great places to look for books on the cheap—if you must buy them.

Library Assignment #1 (DUE October 4)

Locate a definition of your assigned genre and, as a group, come to a consensus about what characterizes it. Develop a list of criteria identifying the genre's typical characters, plots, settings, and writing style—as applicable. This definition should be no more than one single-spaced page. Bulleted lists are OK. Submit this definition online, via OnCourse, to Meagan Lacy, librarian.

Library Assignment #2 (DUE November 22)

Once the librarian approves your criteria, use your criteria to select books. This step does not require you to read the book (though, of course, you are always encouraged to do so!), but you will need to do some reading about the book to figure out whether or not it fits the genre. Look at the book jackets. Read book reviews. You have a total of \$10.00 as a group to spend. Books will need to be collected and ready to place on shelves on November 22.

In addition to the above, now that you have explored different kinds of genres, each group needs to create at least one annotation to one of your favorite books (it does not have to be one of the genres listed here). Using the handout provided, specify its genre and take care to mention why fans of this genre might like it. Identify whether it is available at the library (and where). Enclose a photo of yourself along with your annotation to use for a "Jag Picks" poster of student reading recommendations for the book swap space.

Create Your Own Program with Help from Leadership Consultants

This project would allow the class to have ownership over a program that could directly tie to the theme of the First Year Seminar/Themed Learning Community. Throughout the semester you could have the students work together to develop and execute the program. They will learn valuable skills in leadership, team building, and programming. Also, they will be giving something back to their IUPUI community and increase their sense of pride for their campus. Along the way you can utilize our resources in Division to assist them in creating their program.

- First, invite the Leadership Consultants to attend a course - LCs are a group of student leaders who facilitate various workshops on communication, teambuilding, and planning a successful program, just to name a few. They are also willing to customize a workshop for your class's specific needs. To request a presentation use this link: <http://studentaffairs.iupui.edu/involved/leadership-development-and-civic-engagement/programs-seminars/leadership-go.shtml> .
- Next, have your students attend Project Leadership. Project Leadership is a one-day conference designed for undergraduate and graduate student leaders. The conference is developed for students, by students in order to create a meaningful learning experience designed around key concepts of leadership development. This event generally happens in October. You can contact Leadership Consultants at iupuilcs@iupui.edu for more information.
- Lastly, after the first two steps and with your support, your students should be equipped to program their own event. Again, for more meaningful impact the students should align the event to the theme of their class. If your students need funding for their event, they can request funds through the University College funding request found through this link: <http://studentaffairs.iupui.edu/involved/first-year-programs/ucsc-funding-request.shtml>

Reflection Assignments/Utilizing the ePDP

Connect to Yourself –Introductory Assignment

During the first several weeks of the semester, students are getting in touch with why they are in college, who they are, and what they want to accomplish. They are identifying their needs, interests, and goals. As students become more aware of themselves, they create a foundation to begin building networks that will support them.

- Students complete the typology assessments such as StrengthsQuest, Myers-Briggs Type Indicator or Holland Code to identify strengths, personality, conflict resolution, and career interests.
- Goal Setting: help students identify SMART (specific, measurable, attainable, realistic, timely) goals and begin thinking about what is available at IUPUI to support them.
- Activity/Assignment/Reflection: Students will be asked to synthesize information they have discovered about themselves; i.e., interests, goals, and services available at IUPUI. Recommend that students write a reflection paper or conduct a brief presentation in class about their strengths, goals, and areas they plan to utilize at IUPUI to help them move forward in their academic and career planning. These are also options to link back to the Electronic Personal Development Plan (ePDP) if your course is utilizing this feature. You may link them under the My Involvement and Impact section of the ePDP.

Involvement Fair – Adapted from FYS Professor Jayme Little

By attending the Involvement Fair on August 31st from 12:00pm-6:00pm during Weeks of Welcome 2017, students will have an opportunity to explore a variety of organizations both on and off campus. Require your student to join a pre-professional or student leadership organization and/or volunteer with a Community Service Agency. Ask them to write a reflection paper about the student organization or community service agency they chose, how it connects to their future goals and/or interests, and what they hope to contribute as a member or volunteer. Conduct a follow-up with the student mid-semester to see if they have indeed contributed as they had expected.

Research the Den – Adapted from FYS Professor Jayme Little

This activity is similar to the one above and could be used as an alternate to that activity if it does not fit with your class. This activity would require students to go onto the website *The Den* (<https://theden.iupui.edu/>). The Den is a site that includes a list of all of the student organizations on campus. Have students search through the organizations and choose 2-3 that they would be interested in getting involved with. Then, ask them to reflect on why they chose these particular organizations in a post-class writing assignment.

Research/Data Collection Based Assignments

IUPUI History, Pride and Traditions Exploration Assignment

This assignment will allow your students to practice the skills of evaluating resources and conducting college-level research while exploring the rich history of the IUPUI campus.

- Students will be assigned to a group of classmates and each team will select an area of University history, traditions, and culture to explore. A list of possible topics will be provided, which may include Jaguar athletics, Greek life, student life, homecoming, alumni involvement, student governance, or community engagement.
- Each group will submit one researched-based paper that will be collectively developed by the team members.
- Each group will share their impressions of their topic through an in-class presentation and offer suggestions on new programs and initiatives to build upon campus pride and traditions.

- The presentations will be 10 minutes in length and will include a visual component such as PowerPoint, media, tri-fold, etc. Invite representatives from Division of Student Affairs to judge the presentations (and perhaps incorporate ideas from their presentations into future program initiatives).

Connect to Your Network Assignment - Attend the Campus Center Open House and/or Campus and Community Connections Fair to meet new professionals and build your NETWORK

Request students to identify and establish a relationship with at least one person on campus to be in their network. Provide an opportunity for students to intentionally and formally begin to build their network. This action will help them understand the relationship between identifying sources of support and then ACTING upon that knowledge.

- Encourage or assign students to interview or meet with a person(s) on campus to find out more about that person.
- Activity/Assignment/Reflection: Students share why they chose this person or office, what they learned from the interview, what they would like to share with others in the class about their choice, and how they envision expanding their network.
- Between mid-term and the end of the semester, students could be asked to identify at least one other person, meet with that person, and have an established network of at least two people. Students should be able to do this more on their own with a periodic check-in.
- An end of semester assignment could include an essay and/or a presentation related to building success networks at IUPUI and how will it benefit them throughout their college career and beyond.

Campus Resource Scavenger Hunt – Adapted by FYS Professor Diana Sims-Harris

Goal: To discover the locations of key campus services

Procedure: First, map out the various locations listed below. Each group will then go to each location and take a picture of the group in front of the location—be sure to include a sign or some indication that you were indeed at that particular site. Rotate who takes the pictures so that each member appears in most of the pictures—and allow your creativity to emerge with your photography. Be sure to find out what range of services are provided at each location.

- The University Writing Center – NOT in the library
- The Office of the Campus Center and Student Experiences
- The Natatorium Pro Shop
- The Cultural Arts Gallery
- Democracy Plaza (Social justice discussion board in the Campus Center)
- The Office of Student Financial Services
- The Reference Desk in University Library
- Math Assistance Center
- The Bepko Resource Center
- Barnes & Noble Bookstore at IUPUI
- The Multicultural Center

Shared Experience Reflection: Alcohol Education

All incoming undergraduate students are expected to complete an online course on the topic of personal choices, alcohol education, and risk reduction prior to beginning classes at IUPUI. This course now serves as a shared experience among first-year students and provides an excellent opportunity for additional reflection in an academic setting.

Next Steps:

- Presentation: Invite the 'Alcohol: Personal Choices' presentation to your class to discuss how alcohol affects students on IUPUI's campus and how they can make smart choices.
- Assignment Ideas: Have students critically analyze the portrayal of alcohol in the media by collecting and reflecting on advertisements found online and in magazines. Have students create pro and con lists about drinking – what strategies can be used to minimize or eliminate the cons? (e.g., risk-reduction behaviors, including but not limited to: abstinence).
- Discussion Questions: How is alcohol portrayed in popular culture? Are drinking consequences isolated to the individual, or are there secondary outcomes that affect others? What are the pros and cons of drinking? What barriers prevent people from seeking addiction recovery services?
- For more information about required alcohol education for incoming students, contact Eric Teske, Assistant Director of Substance Abuse Prevention, at erictesk@iupui.edu.

Shared Experience Reflection: Sexual Assault Prevention

All incoming undergraduate students were expected to complete a 1-hour online course on the topic of sexual assault awareness education and prevention before beginning classes at IUPUI. The course now serves as a shared experience among first-year students and provides an excellent opportunity to develop critical thinking skills while engaging in a highly complex topic.

Next Steps:

- Presentation: Invite in the 'Building a Safer Community: Bystander Empowerment & Sexual Assault Prevention' presentation to your classroom.
- Assignment Ideas: Have your students work on a project together. Have them create a video that they would show to high school seniors transitioning to college to explain the concept of sober consent.
- Discussion Questions: Are there contradictory messages about sex in our society? How do traditional views of masculine and feminine identities influence the risk for sexual assault? Define sober consent, and describe the relationship between alcohol and sexual violence.
- For more information about required sexual assault prevention education for incoming students, contact Eric Teske at erictesk@iupui.edu.

Faculty Involved Assignments

Attend a Housing and Residence Life Program

There are over 250 events each year that take place in the residence halls. Undergraduate Resident Assistants plan these events and programs and often times these programs are educational in nature. Examples include: professors sharing a meal with residents and talking about their area of expertise, university staff members presenting on how to succeed in college, and community members speaking about succeeding in business, medicine, education, and in general. These programs occur each week and are set up in advance. Please contact Sara Dickey at sadickey@iupui.edu or Allison Wheeler at aloyal@iupui.edu for information about programs being offered in the residence halls this fall and spring. Both students who live on campus or off campus are welcome to attend.