

Module 7: Table of Content	
Content	Page #
Module 7 Overview	2-3
Lesson 1 Overview – Transitioning Between Informal and Formal Communication Styles	4-5
Lesson 1 PowerPoint with Teacher Notes	6-29
Lesson 1 Communication Role Play Scenarios	30
Activity 1 Overview – Dressing for Success	31
Activity 1 PowerPoint with Teacher Notes	32-50
Activity 1 Worksheet – Dress for College Success	51
Lesson 2 Overview – Classroom Behavior Expectations	52-53
Lesson 2 PowerPoint with Teacher Notes	54-70
Lesson 2 Worksheet – Disruptive Classroom Behaviors	71
Lesson 2 Worksheet – Appropriate Classroom Behaviors	72
Lesson 3 Overview – Sending Emails in College	73-74
Lesson 3 PowerPoint with Teacher Notes	75-96
Lesson 3 Email Evaluation Checklist	97
Lesson 3 Email Scenario Worksheet	98
Lesson 3 Email Scenario Cards	99-100
Lesson 4 Overview – Constructive Criticism	101-102
Lesson 4 PowerPoint with Teacher Notes	103-117
Lesson 4 Constructive Criticism Reflection	118
Activity 2 Overview – Writing Thank-You Notes	119
Activity 2 PowerPoint with Teacher Notes	120-136
Activity 2 Worksheet – Thank-You Note Scenarios	137
Student-Guided Notes	138-154



Project STEPP Transition Curriculum Materials

Module 7: Communication			
Lesson Topic	Learning Objective(s)	Support Materials Included	Preparation
Lesson 1: Transitioning Between Informal to Formal Communication Styles	The student will identify different forms and styles of communication and learn which are appropriate for communicating in various college scenarios.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Communication Role-Play Scenarios 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of “Communication Role-Play” scenarios
Activity 1: Dressing for Success	The student will create a collage that shows appropriate dress and physical presentation for three situations of their choice.	<ul style="list-style-type: none"> • Activity Plan/Overview • Student-Guided Notes • Dress for Success Collage Worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of Dress for Success Collage Worksheet • Get collage materials: poster board, markers, scissors, magazines, etc. • Optional: Arrange for computer access
Lesson 2: Classroom Behavior Expectations	The student will define academic disruptive behavior and list at least three appropriate behaviors on a college/university campus, as well as the potential consequences of not following the policies.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Disruptive Classroom Behaviors Worksheet • Appropriate Classroom Behaviors Worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make sure you can access YouTube video • Make copies of Student-Guided Notes • Make copies of Disruptive Classroom Behaviors Worksheet • Make copies of Appropriate Classroom Behaviors Worksheet
Lesson 3: Sending Emails in College	The student will draft an email to faculty and staff at a college or university based on authentic scenarios they may encounter on campus correctly using at least five of the elements of the provided template.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Email Evaluation Checklist • Email Scenario Worksheet • Email Scenario Cards 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of Email Evaluation Checklist • Make copies of Email Scenario Worksheet • Make copies of Email Scenario Cards and cut cards apart

Lesson 4: Constructive Criticism	The student will demonstrate the ability to accept and respond to constructive criticism in a college environment by writing a reflection to a scenario and including at least three concrete ways to process criticism and turn it into a positive learning experience.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint with teacher notes • Student-Guided Notes • Constructive Criticism Reflection 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of Constructive Criticism Reflection
Activity 2: Thank-You Notes	The student will use a provided formula for writing two professional thank you notes for a provided scenario.	<ul style="list-style-type: none"> • Activity Plan/Overview • PowerPoint file with teacher notes • Thank You Note Scenarios 	<ul style="list-style-type: none"> • Review activity plan and PowerPoint • Make copies of Thank You Note Scenarios



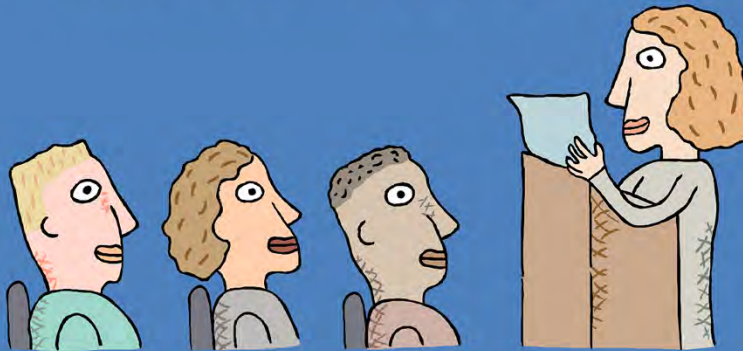
Objective: The student will identify different forms and styles of communication and learn which are appropriate for communicating in various college scenarios.

Lesson Element	Procedures	Materials
<p>Lesson Setup & Lesson Opening</p>	<p>Obtain Power Point for Module 7 Lesson 1 “Transitioning Between Informal and Formal Communication Styles” and make copies of Student-Guided notes for each student in the class.</p> <p>Inform students that during this lesson they need select the appropriate communication style when given scenarios that require communication in a college setting.</p>	<p>Power Point File Module 7 Lesson 1</p> <p>Student-Guided Notes</p>
<p>Lesson Body</p>	<p>Teacher Input: Use the Power Point file with teacher notes (provided in the “notes” view of each Power Point file) to discuss informal and formal communication in the college setting Provide examples and take questions as needed during the full-group discussion of each.</p> <p>Guided Practice: Scenario: The Impact of Communication Use the series of slides at the end of the PowerPoint lecture for the guided practice. Students will be presented with a scenario in three parts. After each part there is a slide with reflection questions. As a class, read the scenario and then discuss the reflection questions. Potential responses to the reflections are also listed on the notes pages of the PowerPoint slides. The reflections will guide students to consider the impact that communication skills can have in certain situations within a college setting.</p>	<p>Power Point file with teacher notes</p> <p>Student-Guided Notes</p>
<p>Extended Practice</p>	<p>Students will be presented with communication scenarios and will have to practice face-to-face informal and formal communication with another student. With a partner, read each scenario and role play how an informal and formal face-to-face conversation would sound.</p> <p>Scenario 1: You need to speak with a professor after class to ask a question about the lecture.</p> <p>Scenario 2: You need to visit the Disability Support office to get a copy of your accommodations letter.</p>	<p>Communication Role Play Scenarios</p>

	<p>Scenario 3: You are interested in living off campus after your freshman year. You visit an apartment complex near campus. What do you say to the office manager?</p> <p>Scenario 4: You received your first parking ticket, but don't know what to do next. You visit the parking and transportation office on campus and want to speak to someone. What should you say?</p> <p>Scenario 5: You want to interview one of your professors for an assignment in another class. What should you ask the professor after class? What about during office hours?</p>	
Lesson Closing	Review (method of your choice) the informal to formal communication used in a college setting.	
Homework	Practice talking to teachers and your parents using a formal professional language.	



Transitioning Between Informal and Formal Communication Styles



Module 7 Lesson 1

This lesson will introduce the differences between formal and informal communication and the idea of being able to comfortably communicate in both styles and transition between them as appropriate.

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Forms of Communication and their Components

Verbal – Written	Verbal – Oral	Nonverbal
<ul style="list-style-type: none"> • Language • Vocabulary • Content • Structure • Tone • Grammar, spelling, punctuation, capitalization, etc. 	<ul style="list-style-type: none"> • Language • Vocabulary • Content • Structure • Tone • Sentence structure • Fluency 	<ul style="list-style-type: none"> • Body language • Gestures • Eye contact • Facial expression • Voice (tone, volume, pitch, etc.) • Personal space • Appearance

Before starting, it may be helpful to introduce the three main modes or forms in which people communicate with each other. Most students will likely be familiar with the idea that the three main ways in which people send signals to each other are in written form, oral/speaking form, and using nonverbal signals. If needed, have students provide examples of communication within each format. (e.g., Verbal Written – book, paper, letter, email, text message, job application, etc.; Verbal Oral – phone call, face-to-face conversation, presentation/lecture, job interview, etc.; Nonverbal – waving hello, nodding your head, hugging, dressing up or down, screaming or whispering, etc.)

These lists include the three major ways that people communicate – verbally in writing, verbally in speech, and nonverbally – and the components that contribute to each of them. In each of these modes, the choices that we make on the components that make them up determine how our meaning is conveyed.

In written verbal communication, you convey your meaning through the choices you make for...

- Language – literally the language chosen (e.g., English, Spanish, etc.), as well as dialects within a language
- Vocabulary – the words chosen, including their complexity, connotations, variety, literal or figurative language, and slang/colloquialisms

- Content – the specific meaning conveyed (e.g., a textbook about organic chemistry vs. a textbook about accounting, etc.)
- Structure – the type of writing (e.g., prose, poem, etc.), the level of structure the form provides and how rigidly that structure is adhered to (e.g., a limerick or a sonnet both have much more rigid structure than a freeform poem; a business letter has more structure than a letter to grandma, but you may choose to stick to the conventional format of a business letter or make some changes, as you may choose to use a more structured letter format for writing to grandma)
- Tone – the level of familiarity or distance, the formality or informality, the emotions conveyed and evoked, etc.
- Grammar, spelling, punctuation, capitalization, etc. – all of the elements of writing that you learn in English class. In written communication, you convey certain meanings through your choices about how closely to follow standard rules in this area. For example, in a history paper you would need to follow the rules fairly closely, while in a text message, you can abbreviate words, use all lowercase, etc.

Many of these components are the same or similar in oral/spoken verbal communication. You convey your meaning through the choices you make for...

- Language – literally the language chosen (e.g., English, Spanish, etc.), as well as dialects within a language
- Vocabulary – the words chosen, including their complexity, connotations, variety, literal or figurative language, and slang/colloquialisms
- Content – the specific meaning conveyed (e.g., a lecture about organic chemistry vs. a lecture about accounting, etc.)
- Structure – some oral communication has a highly prescribed structure, while others has minimal structure. For example, a debate is highly structured and includes specific times when each person is allowed to speak and specific topics to speak about during those times. In contrast, a phone call with a friend usually has minimal structure. It likely begins with some type of greeting, includes a turn-based back-and-forth interaction, and ends with a farewell/closing of some type, but may have little structure besides that.
- Tone – the level of familiarity or distance, the formality or informality, the emotions conveyed and evoked, etc.
- Oral communication lacks the detailed grammar/etc. issues found in written communication. However, some of these issues are still reflected in spoken communication, mainly through the way a person structures their sentences. For example, you could convey the same content in full sentences – which could be long or short – or in fragments and phrases. This is less noticeable in oral communication than in written communication but does have an impact on how the communication is perceived.
- Fluency – This refers both to the speaker's grasp of the language and ability to

communicate clearly by speaking and also to the fluidity of the way a person talks. Even within a person's native language, their speech may differ in where it falls on a spectrum of complete fluency and fluidity or with many hesitations, pauses, or inserting "filler" words such as "um, like, so," etc.

In nonverbal communication, you convey your meaning through the choices you make for...

- Body language – including posture while sitting or standing, leaning towards or away from people, crossing your legs or arms, putting hands on hips, resting your head on your hand, etc.
- Gestures – The types of gestures you use, how often you gesture, and the "size" of the gestures. (e.g., waving hello by raising your hand up next to your head and wiggling your fingers vs. waving hello by raising your whole arm over your head and swinging it widely from side to side)
- Eye contact – including the amount of eye contact, who it is with, and when it occurs. For example, you communicate very different signals by staring directly at someone without blinking for awhile than by looking them in the eyes part of the time when they are speaking and then also glancing away at other people or things nearby.
- Facial expression – This is a commonly-known way to express emotions nonverbally, and facial expressions convey a great deal of meaning. For example, professors can often tell which students are interested in the material and engaged in the lecture partly by observing the expressions on their faces.
- Voice – Even without taking the words spoken into account, you can convey a lot of information with your voice. Components of this
- Personal space – The amount of distance between people, as well as whether they touch each other at all, and if so, in what way and how much. For example, a friend might tap you on the shoulder to get your attention or lightly touch your arm to emphasize a point while telling a story. However, a professor would more likely call your name to get your attention and probably wouldn't casually touch you while talking.
- Appearance – This includes the choices you make regarding clothing, hair, makeup, grooming, and hygiene/cleanliness.

Sources consulted:

<http://psychology.about.com/od/nonverbalcommunication/a/nonverbaltypes.htm>;
www.eHow.com

Communication Styles

- Informal and Formal
- Can apply to any mode of communication – written, oral, nonverbal/body language
- Both styles are necessary
- Appropriate style depends on the situation or setting and the people involved

Within each mode of communication (written, oral, nonverbal), there are different communication styles. For the purposes of this unit, we're going to classify them as informal and formal. Both of these are necessary in communication; which style is appropriate to use depends on many different factors, including the situation/setting in which the communication is occurring and between whom it takes place.

It's important to realize that there are many different levels of formality and informality. Even though we talk about it as though it's a dichotomous concept, it's really more of a spectrum. For example, within the informal category, a text message you send to your mom would most likely still be more informal than a birthday card you would send her. Similarly, within the formal category, an presentation you give for a project in your history class would be less formal than a presentation you would give for your undergraduate research project at a professional conference.

Communication Styles

Informal Communication...

- Is less rigidly structured
- Has a more relaxed tone
- Uses more casual language
- Places less emphasis on correct grammar and spelling
- Is used mainly with peers and other people you know well
- Is more likely to be needed in personal situations

Formal Communication...

- Is more rigidly structured
- Has a more formal tone
- Uses more standard language
- Places higher importance on correct grammar and spelling
- Is used mainly with non-peers & people you don't know well
- Is more likely to be needed in business, career, or educational situations

Let's look at some of the contrasts between informal and formal communication to get a better idea about how to tell the difference and when each would be more likely to be needed.

Many of these items match up with the components listed a few slides earlier.

- Structure – Informal C has less defined or rigid structure than formal C. For example, a business letter has a specific format including an address block, date, formal greeting (e.g., “To Whom It May Concern:”), letter body, formal sign-off (e.g., “Sincerely,” or “Respectfully,”), and a signature block. Business letters may additionally need to be on letterhead and typed instead of handwritten. In contrast, a personal letter may simply consist of a casual greeting (e.g., “Hi Tucker!”), letter body, and casual sign-off (e.g., “Love ya! –Marley”).
- Tone – The tone of any communication will depend heavily on the audience and the relationship between the audience and the communicator. Both formal and informal C may have similar tones in some situations. For example, a card written to someone who has just lost a loved one would have a sympathetic and caring tone regardless of whether it was formal or informal in style. However, if this card was for a close friend, the tone would be more familiar and personal than if it was written for an acquaintance.
- Language – Informal C allows for the use of more casual language, including slang and colloquialisms. Formal C places more emphasis on clarity of language through choice of standard vocabulary. Profanity is also significantly less likely to be

acceptable in formal C.

- Grammar/spelling – Similarly, formal C requires more attention to proper grammar, spelling, sentence structure, etc. than informal C. It would be perfectly appropriate to send a text message to a friend saying “meet me @ sbux @ 3??” However, an email to a professor saying “hey, advising appt 2day @ 930, rite?” would likely be communicating unspoken messages that a student would not want to convey.
- The biggest difference between these styles is usually the situations/setting in which they’re used and the people with whom they’re used. Although there are always exceptions to these generalizations, informal C is mainly used with peers and people you know quite well, while formal C is needed for interacting with non-peers and people you don’t know very well. For example, it would be unusual to communicate formally with friends, family, classmates, roommates, etc. Using overly formal C with these types of people could potentially even be awkward because of what it might imply to them about the status of your relationship with them. (e.g., If you greet your friend with a handshake and say “Hello, Sarah. How are you today?”, then Sarah might start wondering why you’re acting distant, especially if you usually greet her with a hug and a “Hey, girl! What’s new?”)
- Furthermore, the specific situation at hand may also dictate the level of formality of your communication. Personal situations are the most likely to call for informal C. (e.g., attending a party, spending time with family, running errands, etc.) However, anytime you are communicating for purposes of conducting business transactions (e.g., signing a lease on an apartment, returning a purchased item to a store, talking to the server while dining out at a nice restaurant, etc.), in career-related situations (e.g., completing a job application, emailing a coworker, writing a meeting agenda, staff meetings, etc.), and in educational settings (e.g., college tours and interviews, writing papers and assignments, working on a group project and presenting in in class, applying for a student organization, etc.).

Examples of Appropriate Situations for Using Each Communication Style

Informal	Mode of Communication	Formal
Text message to a friend	Verbal – Written	Email to a professor
Birthday card for a relative		Resume & cover letter
Grocery list		English paper
Tweet or Facebook status		Online discussion board post
Skyping with a sibling	Verbal – Oral/Spoken	Tutoring
Family dinner		Job interview
Socializing at a club meeting		In-class presentation
Getting to know your roommate		Scheduling a doctor's appointment
Riding the bus	Nonverbal	Sitting in class
Dinner out with a friend		Interacting with customers at work
Watching a movie at home		Turning in a job application
Hugging your mother to say hello		Shaking hands to greet your boss

This chart includes a few concrete examples of situations in which either informal or formal communication styles would be called for.

Have the students review these and see if they can come up with additional examples for each mode of communication in the formal and informal styles.

Samples of Informal and Formal Communication Styles

Scenario	Informal Communication	Formal Communication
You want to confirm that you have an appointment with a professor by speaking with him after class. (Verbal-Oral)	Hey, we still meeting today, Dr. J?	Hello Dr. Jones. I just want to confirm that we're meeting today at 4:00. Does that still work for you?
You were supposed to meet a friend at the gym, but she's 45 minutes late. You send her a text message. (Verbal-Written)	hey, where r u? weren't we working out at 3? u ok??	Jessica, please update me on your whereabouts. I'm concerned that you haven't arrived for our 3:00 pm workout. Please contact me ASAP. Best wishes, Taylor
Your professor has flagged your paper as potentially being partly plagiarized. (You think it's most likely an error because you didn't cheat intentionally.) You are meeting with her to find out why the paper was flagged and hopefully to clear it up. (Nonverbal)	You show up for the meeting wearing pajama pants and a dirty sweatshirt. When you enter her office, you throw yourself into a chair and heave a huge sigh. During the conversation, you look at the floor and glare or scowl. When she explains why the paper was flagged, you shout "that's ridiculous!" and throw your arms in the air.	You show up dressed in what you would normally wear to class or work. During the conversation, you stand up straight, make eye contact with the professor, and use active listening skills such as nodding when she explains something. You keep an even tone and don't raise your voice. You stay out of her personal space except to lean in and point at a passage in the paper once.

The red and green color coding represent the “right” and “wrong” level of formality to use in each scenario.

In the first situation, a more formal style is called for because you're communicating with a professor in an educational setting. Although for certain professors whom you know quite well and have a longstanding relationship with, the informal example might be fine, we're assuming in this case that it's just a regular professor you've never had before.

In the second situation, an informal style is appropriate because you're communicating with a friend in a personal context. It would be extremely strange to send the formal-style message to someone you're close friends with, especially considering that the medium is a text message.

In the third situation, an informal style is extremely important to convey. You want this professor to think highly of you and give you every opportunity to explain yourself and clear up the misunderstanding. Using a highly informal (and frankly disrespectful) style of nonverbal communication sends all the wrong signals to this instructor.

Why does communication matter?

- Expectations related to communication change as you enter college and become an adult
- When you use effective and appropriate communication, other people are more likely to...
 - Have a positive impression of you
 - Take you seriously; relate to you as a peer and adult
 - Offer you assistance and give you the benefit of the doubt when needed

One of the challenges of transitioning from the high school/teenage years into your college/young adult years is becoming an effective communicator. Communication is the basis for all our interactions with others, and as a result is critical to becoming a successful adult within society. Learning and practicing when to use different styles of communication and how to do so effectively is a key to making this transition.

Communicating effectively and appropriately has direct benefits to you. People who communicate effectively and appropriately usually create a more positive impression on others who interact with them. As teenagers and young adults, these people are more likely to be taken seriously by adults in their lives and as they get older, more likely to be related to as a peer and on an adult level instead of as a child. If a problem arises, other people are also more likely to offer help to these people and give them the benefit of the doubt if there's a question or misunderstanding about something.

Making the Transition

- Informal communication is appropriate...
 - In most situations high school students encounter
 - In many situations college students encounter
- However, college students encounter more situations where formal communication is necessary and appropriate
- In college, you will need to transition back and forth between formal and informal communication styles much more frequently

As a high school student and a teenager, most of the communication you engage in is probably very informal. For everyday interactions with your parents, peers, and even your teachers, informal communication is perfectly appropriate and expected.

Once you are in college, you will continue to communicate informally much of the time. However, as you go through college, you will be expected to use your communication skills more effectively and also more often.

You will also need to communicate in a more formal and professional manner with other adults much more frequently than in high school. Your ability to communicate effectively with a much more diverse range of people and in a wider range of situations will become more important than it has been before.

As a result, you will be transitioning back and forth between formal and informal communication styles frequently and will need to know what type and style of communication is appropriate in each situation and how to effectively convey the right level of formality.

Types of College Communication

In college, you will likely need to...

- Send emails
- Leave voicemails
- Meet with a variety of educational professionals (e.g., advisor, professor, financial aid counselor, disability support staff, residence hall leader, etc.)
- Ask questions (in & out of class)
- Write papers & assignments
- Give presentations
- Attend tutoring, study groups, or review sessions
- Participate in class discussions
- Work on group projects
- Apply and interview for a job or internship
- Interact with people outside of the university setting for independent living tasks (e.g., schedule doctor's appointment, get car's oil changed, etc.)

For example, this list includes some of the types of situations in which you will be exercising your communication skills in college.

- Emails – these will go to a variety of different people; some of them will need to be very formal, while others will be much more casual
- Voicemails – not every situation can be handled over email, so you'll need to have strong phone skills as well
- Meetings – A much broader array of people can be involved in your education during college than in high school, and you may have meetings with many of them at one time or another. You'll need to schedule these meetings, attend them, and often follow up with additional communication in different formats. In addition, because there will be a wide range of people involved, you'll likely need slightly different levels of formality and skills in each.
- Questions – Not only will you need to be able to ask questions in class, but you will also likely need to ask many questions in other situations, especially during your first couple of years in college. This may potentially entail walking into a completely unfamiliar office and asking a total stranger for information. Some students find this very intimidating, but practicing strong communication skills can help make it easier.
- Papers and assignments – this is a typical way that students are assessed in college, and being able to represent yourself well in academic writing, which is a completely different style than other types of writing, will be important to your

college success.

- Presentations – Depending on your major, you may have lots of oral presentations in your classes or only a few. Either way, becoming a stronger public speaker is an excellent skill to develop.
- Tutoring, etc. – There are many types of academic support on most college campuses, and even the strongest students access these resources. You'll need to be able to interact with tutors, professors, graduate assistants, peers, and others who will be involved in these.
- Class discussions – Some college courses are strongly discussion-based and your grade may even derive from your ability to participate in an appropriate manner with relevant contributions to the conversation.
- Group projects – College students often have strong feelings about working on group projects, often because their grade is partly based on the work other people submit. Effective communication is the key to having successful group project experiences. Don't underestimate the power that one strong communicator (you) can have on bringing a group together successfully.
- Job/Internship – For many students, college includes a part-time job or an internship. At the very least, students preparing to graduate will need to develop their communication skills related to applying for and interviewing for jobs.
- Finally, college is the first time that many students have to take on a lot of the independent living tasks that their parents may have done for them previously. This often involves much more extensive interactions with people outside of the university setting. For example, you'll use your communication skills for things like scheduling appointments, making purchases, signing up for

Discuss each of these situations with the students, including the importance of presenting themselves in an intelligent, polished manner to the people they will interact with in these situations.

Communication Tips for the College Setting

- Use good body language
 - Stand up (or sit up) straighter than usual
 - Look people in the eye when listening or speaking
 - Don't fidget with objects in a distracting way
- Use professional verbal language
 - "Yes" instead of "uh-huh"; "hello" instead of "hey"
 - Remember your manners: please, thank you, yes ma'am/sir
 - Don't use profanity in **any** education or employment situation
- Use active listening skills
 - Pay attention and actively try to understand what's being said
 - Acknowledge what's being said by nodding, saying "yes", etc.
 - Respond in ways that keep the conversation going

Have the students demonstrate the difference between good and bad body language. Students may not be able to verbalize or describe proper body language immediately, but they can easily show how they would be a good communicator through body language.

Have students give any other examples they can think of for what they should or should not say to communicate appropriately in the college setting

Have students demonstrate what an active listener may do or say.

More points about active listening details:

- Active listening is about more than just hearing the words. It's about taking in the information, processing it, and responding to it as appropriate.
- You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.
- Make sure your facial expressions are appropriate to the content of the conversation
- Note your posture and make sure it is open and inviting.
- Reflect what has been said by paraphrasing or summarizing the speaker's comments periodically. "What I'm hearing is..." and "Sounds like you are saying..."

are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"

Scenario: The Impact of Communication

- As a class, read the scenario on the following slide and then discuss the questions listed
- The scenario is broken into 3 sections, each with a reflection section after the section
- In this scenario, you (the students) will be imagining yourselves in the role of the professor. Keep this in mind as you listen to the scenario and respond to the questions.

This is the Guided Practice exercise for this lesson.

Scenario: Part I

Imagine you are the professor of an Intro to Anthropology course. On the first day of the semester, a student comes up to you before class. He shakes your hands and introduces himself: "Hello, Dr. James. My name is Charlie Hunt. I'm really looking forward to your class. I'm a psychology major, but I'm thinking of minoring in anthropology. If I have any questions this semester, would it be ok if I emailed you about them or do you prefer a different way of getting in touch?" As you wrap up your conversation, he says, "Oh, by the way, here's a copy of my disability support services accommodations letter. I'll be using a few accommodations in your class, and you can contact either me or the disability office if you have any questions about them."

Read Part I of this scenario together as a class and then move on to the next slide for the reflection questions.

Reflection: Part I

- What type of first impression has Charlie made on you, as the instructor of this course?
- What is that first impression based on?
- What might you predict Charlie will be like during the rest of the semester based on your first encounter with him?

As a class, reflect on Part I of the scenario by discussing the questions listed on the slide.

- What type of first impression has Charlie made on you, as the instructor of this course?
[Have students discuss Charlie's first impression. Compare their comments to the following potential description: Charlie has made a very positive first impression. He is memorable and stands out in the class. He seems to take initiative and be polite.]
- What is that first impression based on?
[Have students discuss how they have formed their first impression of Charlie. Compare this to the following possibilities: The impression may be based on Charlie's conversation with the professor; the way he took initiative to introduce himself; how he came prepared with his disability accommodations letter; how he used respectful language and good manners.]
- What might you predict Charlie will be like during the rest of the semester based on your first encounter with him?
[Have students discuss their predictions. Compare their comments to the following: Charlie is likely to be a responsible, well-mannered student who communicates clearly and effectively and participates appropriately in class.]

Scenario: Part II

During the semester, Charlie is on time to every class, sits near the front, uses active listening skills, and engages with the lecture as appropriate. You've noticed that he is friendly with several of the students he sits near. Before and after class, you've observed them joking around and chatting. However, as soon as the class is about to start, Charlie stops interacting with them and focuses on the lecture. One day in class, the text-message alert on Charlie's cell phone went off. Although it was fairly quiet and he silenced it within a second or so, he was clearly extremely embarrassed. Immediately after the lecture ended, he came up to you, apologized for disrupting class, and promised it wouldn't happen again. You thanked him for the apology but also reassured him that it was a very minor distraction and that everyone forgets to silence their phone occasionally. Charlie has emailed you a few times regarding making appointments to ask questions about the course content and requesting feedback on a draft of his term paper. His emails always includes a subject line, a greeting, and are signed with his full name and the course number/section he's in. He uses complete sentences and only occasionally has minor spelling or grammar errors.

Read Part I of this scenario together as a class and then move on to the next slide for the reflection questions.

Reflection: Part II

- Based on your observations, how would you describe Charlie's communication skills and style?
- As his professor, what would your overall impression of Charlie be at this point?

As a class, reflect on Part II of the scenario by discussing the questions listed on the slide.

- Based on your observations, how would you describe Charlie's communication skills and style?
[Have students discuss Charlie's communication in this situation. Compare their comments to the following potential description: Charlie is a highly effective communicator who demonstrates the ability to appropriately use a more formal communication style as needed when interacting with professors. He appears to be able to transition between formal and informal styles as needed in a classroom situation, as shown in his different types of communication with his peers vs. his professor.]
- Imagining that you are his professor in this situation, what do you think your impression of Charlie would be at this point?
[Have students discuss the impression they have formed based on Charlie's communication with this professor. Compare these to reactions that college professors may be likely to have, which would include: Charlie's professors are impressed with his communication skills. They feel that he is an engaged and interested student, and they appreciate that he demonstrates respect for them in class as well as out of class. They have the impression that he takes his education seriously and cares about learning.]

Scenario: Part III

Two weeks before the end of the semester, Charlie is absent from your class on both Monday and Wednesday. You haven't heard from him at all, which is highly unusual.

There was an exam scheduled in your class on Monday, and you check with the disability support office to see if he took it over there; the office says that they have not seen him all week either.

You're very surprised and starting to get concerned when you receive an email from Charlie late on Thursday evening. It reads: "Dr. Jones, Good evening. I hope you're doing well. I'm contacting you to request an appointment to discuss my recent absences in your ANTH 1000-002 class. If you are available tomorrow before class, I would very much appreciate the opportunity to speak with you at your office. Thank you very much, and I look forward to hearing from you. Sincerely, Charlie Hunt"

Read Part III of this scenario together as a class and then move on to the next slide for the reflection questions.

Reflection: Part III

- How would you respond to Charlie's email?
- What might you be thinking about the situation at this point?
- What do you expect Charlie might say when you meet?
- How lenient or strict are you likely to be about letting Charlie make up his missed exam? Why? What factors does your decision depend on?

As a class, reflect on Part III of the scenario by discussing the questions listed on the slide.

- How would you respond to Charlie's email?
[Have students discuss this topic. Compare this to potential responses from university instructors, which would most likely include: Email him back and arrange to meet with him.]
- What might you be thinking about the situation at this point?
[Have students discuss their thoughts and impressions.]
- What do you expect Charlie might say when you meet?
[Have students speculate about what Charlie might say. Compare their responses to the following: Charlie will probably apologize for missing class and the test. He will probably be worried. He will probably still communicate appropriately and professionally even if you are upset with him. He may offer an excuse for why he missed class and why he didn't email you. He will probably not just give up, since he wants to meet with you.]
- How lenient or strict are you likely to be about letting Charlie make up his missed exam? Why? What factors does your decision depend on?
[Have students discuss what they would likely do in this situation and why they would make those choices. Compare to the following possibilities: A professor may give Charlie the benefit of the doubt regardless of his excuse and allow him to make up the exam because he has been so consistently professional and on top of

things throughout the rest of the semester. It may depend on what his excuse is and whether he had a good reason for not contacting the professor before now. A professor might not be willing to let him make up the exam even if they had a positive impression of him. A professor might require Charlie to get documentation for his absences if he wants to make up the exam.]

Debrief the full exercise by reflecting as a class on the following question: What impact did Charlie's communication skills have on this situation?



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Communication Role-Play Scenarios

With a partner, role-play the following scenarios to practice appropriate formal and informal communication skills for the college setting. You and your partner should role-play the scenario once and then switch roles and do it again so you can each play both roles in all the scenarios. Feel free to make up any details that are not specified in the scenario.

Scenario #1

You need to speak with a professor after class to ask a question about the lecture.

Scenario #2

You need to visit the Disability Support Office to get a copy of your accommodations letter.

Scenario #3

You are interested in living off campus after your freshman year. You visit an apartment complex near campus. What do you say to the office manager?

Scenario #4

You received your first parking ticket but don't know what to do next. You visit the parking and transportation office on campus and want to speak to someone. What should you say?

Scenario #5

You want to interview one of your professors for an assignment in another class. What should you ask the professor after class? What about during office hours?



Objective: The student will create a collage that illustrates appropriate dress and physical presentation for three situations of their choice.

Materials Needed

- Poster board
- Magazines
- Glue
- Markers
- Scissors
- *Optional: Computer and Internet access*

Activity Description

Teacher Input

Use the detailed teacher notes listed on the notes pages of each slide in the PowerPoint presentation to lead a class discussion on the topic of dressing for success in college.

Activity Directions

Students will work in pairs or small groups to create a collage that shows three separate college settings where the outward appearance of the students matches the description given in the scenario. They may write, draw, or use magazine pictures to show examples of clothing and hygiene. (Optional: This may be done digitally on the computer if desired). After completing the collage, each group should share with the class and explain their selections. See the “Dress for Success Collage” Worksheet for descriptions of the scenarios. Each group is required to do the first scenario and should select one scenario from each of the other two categories (social/casual and professional/educational), for a total of three scenarios per group.

Optional Journal Entry

Have students address the following prompt as a journal entry and add it to their transition notebook: “Does the way you currently dress and present yourself elicit the types of reactions that you want? If the reactions you experience don’t meet your expectations, how can you get them back in sync?”

Dressing for Success



Communicating through Outward Appearance

Module 7 Activity 1

In this activity, we'll discuss how people communicate through their outward appearance and how you can learn to dress for success in college.

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“It is impossible to wear clothes without transmitting social signals. Every costume tells a story, often a very subtle one, about its wearer.”

-Desmond Morris

“Clothes make the man. Naked people have little or no influence on society.”

-Mark Twain

Consider the following quotations for a moment:

“It is impossible to wear clothes without transmitting social signals. Every costume tells a story, often a very subtle one, about its wearer.”

-Desmond Morris (1977), human behaviorist

“Clothes make the man. Naked people have little or no influence on society.”

-Mark Twain

[Move onto the next slide for 2 more quotations before discussing them.]

“Don’t judge a book by its cover.”

-English idiom

“If most of us are ashamed of shabby clothes and shoddy furniture let us be more ashamed of shabby ideas and shoddy philosophies...It would be a sad situation if the wrapper were better than the meat wrapped inside it.”

-Albert Einstein

Consider the following quotations for a moment:

“Don’t judge a book by its cover.”

-English idiom (Note: The original version of this saying, “you can’t judge a book by its binding,” is attributed to the journal *American Speech* (1944). A closer approximation to this phrasing first appeared in the novel *Murder in the Glass Room* (1946, E. Rolfe & L. Fuller) as “you can never tell a book by its cover.”

(http://wiki.answers.com/Q/Who_said_'Don't_judge_a_book_by_its_cover') It has since become a ubiquitous idiom in the English language.

“If most of us are ashamed of shabby clothes and shoddy furniture let us be more ashamed of shabby ideas and shoddy philosophies...It would be a sad situation if the wrapper were better than the meat wrapped inside it.”

-Albert Einstein

What do you think of these 4 quotes? [Brief class discussion.]

What do these quotes mean to you? What do you think the people who said/wrote them were trying to convey?

Do they contradict each other? Which do you agree with most strongly?

Appearances as Signals

- People are defined by what's inside, not by their outward appearances
- However, outward appearances play an important role in communicating with others
 - Create first impressions
 - Quickly send specific signals to many people at once
- Appearances can be deceiving
 - Strive to communicate clearly with your appearance
 - Be willing to see past others' appearances when they don't effectively use this form of communication

[Teachers: *If it becomes relevant throughout the course of the discussion, you may need to note that for the purposes of this activity, we are using the term “physical appearance” to refer to how a person dresses and accessorizes, their hygiene, their grooming, and other aspects of outward appearance that they have control over. We are not using this term to refer to the physical features that a person has which cannot be altered fairly easily. Thus, the emphasis should be on “making the most of what you have in order to send the messages you want to convey” in the discussion, and not on “the more attractive you are, the better.” Because the topic of personal appearance can be a sensitive issue for some students, it may be beneficial to specifically point out this distinction and emphasize that dressing for success is not inherently tied to a person’s facial features, body type, weight, hair type, or other similar physical attributes. The issue of what physical attributes society finds *attractive* and *values* is a separate one that is beyond the scope of this activity.*]

For better or for worse, and whether we like it or not, clothing and outward appearance play an important role in our lives. Even though people are truly defined by what's on the inside, not what's on the outside, outward appearances are a critical aspect of how we communicate with others. They are often the first impression that others have of us, and can communicate volumes about a person in an instant.

Of course, it's entirely possible for everything communicated by a person's outward appearance to be completely out-of-sync with their true nature. For example, we've probably all heard stories about very well-dressed, tidy, and professional-looking people - whom you might expect based solely on appearance to behave in a professional and socially appropriate manner – behaving quite unprofessionally and inappropriately by

doing things like getting into a fistfight or screaming at a waitress. On the other hand, we've all probably heard of times when someone who is filthy dirty and dressed in very shabby clothes – whom you might expect based solely on appearance to be poor or even homeless – walking into a car dealership and paying cash for a brand-new vehicle.

Our assumptions about people can easily be wrong when they're based on appearances alone. But that doesn't mean that we shouldn't use appearance as a tool to help communicate the things we want to convey to the world. Since it is a convenient shorthand, we can take advantage of this tendency. However it's equally important for us to be willing to see past appearances when others don't effectively use this form of communication.

Communicating through Outward Appearance in College

- College students use their outward appearances to communicate with peers, professors, employers, and many other people
- Just like in other forms of communication, college students need to be able to present themselves in different ways appropriate for a variety of situations
- Most colleges have no student dress code
- Most college students dress primarily for comfort and personal style preferences

In the college setting, your appearance will help you communicate with your peers/other students, your professors, employers, other faculty and staff, and many other people you'll encounter on a daily basis, in addition to the people you already know. It's important to be aware of what you're communicating with your appearance choices, especially when it comes to the signals you're giving off around professors and employers. Similarly to what we discussed in the lesson about transitioning between formal and informal communication (Module 7 Lesson 1), you'll encounter many different situations where it will be appropriate to communicate and present yourself in different ways with varying levels of formality. In each of these situations, you'll need to tailor your appearance to the specific situation. Although you won't need to present yourself professionally all the time, being able to do so when it's called for will be an integral part of your success.

Although you'll need to consider the way you dress for other reasons, most colleges do not have a student dress code. For many freshmen, this is a welcome change from their high schools' policies. On a daily basis, most college students dress for comfort and their preferred style. Although specific types of clothing you see on campus will vary based on the climate where the school is located, the season of year, the trends and fashions most popular in that area at that time, and the university's campus culture, there are still a lot of similarities from campus to campus. Even without any restrictions on clothing, most students have no problems dressing appropriately in the college environment.

Recently seen on college students

- Jeans
- Flip-flops
- Khaki shorts
- T-shirt
- Collared shirt
- Blazer & tie
- Button-down shirt
- Yoga pants
- Dressy boots
- Construction boots
- Cowboy boots
- Headscarf
- Glasses
- Facial piercings
- Full-sleeve tattoo
- Athletic shorts
- Hoodie
- Sweatpants
- Short skirt
- Long skirt
- Pantsuit
- Short hair
(on both genders)
- Long hair
(on both genders)
- Purple hair
- Green hair
- Sweater
- Cowboy hat
- Sandals
- Small tattoos
- Sundress
- Sweatshirt
- Sneakers
- Body paint
(in lieu of a shirt)
- Jorts
- Tank top
- Jean jacket
- Scarf
- Dreadlocks
- Baseball cap
- Pajama pants
- Makeup
(on both genders)
- No makeup
(on both genders)
- Christmas-themed
socks (in May)

All of the personal appearance descriptions listed here were spotted on undergraduate students on a college campus in NC. (specifically ECU during 2012-2013 academic year)

Every one of these was perfectly fine in the context in which it was observed. (For the record, the body paint was at a football game, not in an academic setting, and the pajama pants were in a dorm lobby.)

The point of this slide is to drive home the idea that there's no specific right way to dress in college. ** You don't have to lose your individuality or squelch your self-expression in order to fit in on a campus. Even if your personal aesthetic tends to be less mainstream, there's still plenty of room to dress for success within your own style.

**Please note that this statement applies to *most* colleges/universities. Students who are considering attending certain types of schools – mainly schools with a religious or military affiliation – should be aware that these institutions are well within their rights to dictate a university dress code and/or a university culture that requires or encourages students to conform to certain norms. For example, certain religiously-affiliated schools may dictate a certain level of modesty, conforming to certain traditions, or wearing of religious garb such as head coverings. Military schools may have restrictions including full uniforms. However these strict guidelines are far less common. What students may also discover is that their campus may have a culture that leans toward a certain level of formality or casualness. Some may have specific

guidelines about a few issues (e.g., no hats in classrooms or the dining hall – Louisburg College <http://www.louisburg.edu/student/dresscode.html>) and others may emphasize high standards for personal appearance on a daily basis and dictate “business or business casual attire” for any events (e.g. Morehouse College’s Appropriate Attire Policy, Student Handbook p.38-39 http://www.morehouse.edu/campus_life/student_conduct/pdf/Student-Handbook-March2013.pdf)

To dress for success in college...

You do not need to...

- Conform to specific styles or trends
- Suppress your self-expression
- Wear expensive clothing or accessories
- “Dress up” all the time
- Look picture-perfect every time you leave your dorm room

But you do need to...

- Be clean and appropriately groomed
- Cover up enough to avoid indecency charges
- Dress appropriately for certain situations that require more formality
- Pay attention to the messages your appearance communicates to ensure they are what you want to convey

Given what we’ve just seen about the wide variety of appropriate ways to dress and present yourself on a college campus, let’s consider these points about how to dress for success in college.

It’s important to know that you won’t need to conform to trends, spend lots of money on your appearance, dress up (a.k.a. dress more formally), or avoid expressing yourself through your appearance. You also don’t need to look like you’re ready for a photo shoot or the runway every time you walk out the door.

However, you do need to make sure that you’re clean and appropriately groomed. For some people this may simply mean a quick shower, some deodorant, and running a comb through their hair. Others may choose to spend much more time on their grooming and appearance.

You also need to make sure that you dress modestly enough to stay out of trouble. On most college campuses there’s a huge amount of leeway here, and provided that you don’t show up to class dressed like you’re about to dive into a swimming pool, you’re unlikely to elicit any complaints. Keep in mind, though, that even outfits that won’t get you arrested for indecent exposure can still raise eyebrows, which leads us to the next point...

Know the context of the situation you’re entering and dress appropriately for it. This is

something that is more dependent on your college's campus culture, as well as the guidelines of different groups or events on campus. Remember that what's perfectly appropriate for going to class might be completely inappropriate for a sorority recruitment event or a meeting with the head of your academic department to discuss a potential internship.

Finally, you'll need to learn to pay close attention to the messages that your appearance is communicating to the people around you and figure out whether those messages match up with the signals you intended to convey. If they do, that's great. If not, you may need to go back to the drawing board in planning how to convey those messages and possibly even consult with others to get feedback on where you're going wrong.

Discussion Topics

- Break into pairs or small groups
- For each of the following topics, take 2 minutes to discuss the issue in your group
- Then each group will take a turn sharing what you discussed with the full class

The following slides contain a variety of discussion topics related to communicating through outward appearance. Have students break into pairs or small groups, depending on the class size. Present one discussion topic at a time and give students 2 minutes to discuss the issue in their pair/group. Then lead a brief full-group discussion about the topic in which each group has the opportunity to share what they discussed.

Discussion Topic #1

What role does personal hygiene play in dressing for success?

(i.e., being clean and appropriately groomed)

What messages might it send if you are unkempt?

Discussion Topic #2

How can your clothes and personal appearance help you to meet your goals or hinder your progress?

How might setting different goals lead to selecting different clothes or altering your appearance in other ways?

Discussion Topic #3

How do clothes and appearance affect your self-confidence, attitude, and productivity?

What effects do you notice when you feel “put together”?

What effects do you notice when you feel unkempt?

Discussion Topic #4

How might the way you dress and present yourself indicate that your primary reason for being on campus is to attend school?

How might it communicate that you take your classes seriously?

How might you inadvertently send the message that you just happened to drop in for class in between other, more important activities?

Discussion Topic #5

What messages might it communicate to others if you go to class in the same clothes you wear to sleep?

Do you think being dressed for bed would affect your attitude or actions? How so?

Would it make it more tempting to nap during the day?

Dress for Success Collage

- Work with your small group to complete this activity
- Choose 3 scenarios from the list given
- Using the supplies provided, create a collage for each scenario that reflects an outward appearance matching the description
- You may write, draw, and use pictures from magazines or the computer to depict the clothing, hygiene, and other aspects of appearance
- Be prepared to share your collage with the class and explain how the images you chose fit the scenario

Students can stay in the small groups/pairs from the discussion to complete the following “Dress for Success Collage” Activity.

Distribute a copy of the “Dress for Success Collage” Worksheet to each group. Each group should also get a piece of poster board, scissors, glue, and markers. If available, they can use magazines. If not, they will need computer access to print out pictures from clip art or the internet.

After the groups have completed their collage, they can share with the class and explain their selections.

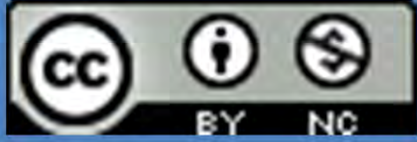
Journal Entry

Does the way you currently dress and present yourself elicit the types of reactions that you want?

If the reactions you experience don't meet your expectations, how can you get them back in sync?

(Optional) Journal Entry

Have students respond to the topic listed on the slide in a journal entry and add it to their transition notebooks.



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Dress for Success Collage

Select from the following scenarios and create a collage for each that reflects an outward appearance matching the description. Your group should end up with a total of 3 collages on your poster.

All groups must create a collage for the following scenario:

- A student whose outward appearance while attending class and meeting with professors is communicating “I don’t care about this class. There’s somewhere else I’d rather be.”

Each group should select one scenario from the following list of casual and social situations:

- A student dressed appropriately for going to work out at the gym or play a sport
- A student dressed appropriately for hanging out with friends and going to a party on a Friday night
- A student dressed appropriately for studying in the common room/lobby of the dorm or in the library

Each group should also select one scenario from the following list of professional or educational situations:

- A student dressed appropriately for meeting with a professor during office hours
- A student dressed appropriately for giving an important oral presentation in a public speaking class
- A student dressed appropriately for an interview for a job waiting tables at a nice restaurant



Objective: The student will define academic disruptive behavior and list at least three appropriate behaviors on a college/university campus, as well as the potential consequences for not following the policies.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	<p>Obtain Power Point for Module 7 Lesson 2 and make copies of Student-Guided notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about appropriate college behaviors inside and outside the classroom.</p>	<p>PowerPoint File Module 7 Lesson 2</p> <p>Student-Guided Notes</p>
Lesson Body	<p>Teacher Input Use teacher notes and PowerPoint slides to discuss appropriate behaviors. Detailed teacher notes are provided on the notes pages of the PowerPoint slides. Provide examples and take questions as needed during the full-group discussion.</p> <p>Guided Practice Watch the YouTube video (http://www.youtube.com/watch?v=hwV_vUqSDwg) for an example of a disruptive classroom. The link is in the PowerPoint. After watching the video, make a list as a class of ways that the students were being disruptive:</p> <ul style="list-style-type: none"> • Singing as a group • One student getting the class to sing again • Throwing paper • Student sitting in the window • Talking to friends • Walking around • Using a phone to video <p>Group students in pairs and have them answer the questions on the “Disruptive Classroom Behaviors” worksheet.</p> <ul style="list-style-type: none"> • What is the purpose of going to school? (high school or college) • Did the students in the video make it possible to achieve that purpose? • How did their behavior make the teacher feel? • How did it make students who wanted to learn feel? 	<p>PowerPoint file with teacher notes</p> <p>Student-Guided Notes</p> <p>Access to YouTube</p> <p>“Disruptive Classroom Behaviors” worksheet</p>

	<ul style="list-style-type: none"> • What should a classroom look and sound like when students are ready to learn? • How will you help create this environment in a classroom? <p>After students have answered the questions together, discuss their answers. Make sure that they understand that students who are in college pay a significant amount of money to get a degree in order to have a good job one day. People in college expect to be able to learn in the classroom, and professors expect to be able to teach.</p> <p>Use the following example to drive home the idea of classroom expectations in college to the students, if needed:</p> <p>There were over 200 students in a Psychology 1000 class. The professor had to be one of the oldest on campus. He came into the auditorium every class period, walked directly to the podium, opened his folder, and began to talk without ever looking up. He read directly from his yellowed notes with frayed edges in a monotone voice for 50 minutes each class, then closed his folder, said good bye, and walked out. Some students would fall asleep, but amazingly the room was very quiet and students were taking notes. Halfway through the semester, the room got a little loud one day. The professor looked up and said, “quiet down.” The room fell silent, and he resumed talking. This is the expectation in a college setting. Even when the professor is not an entertainer, students are expected to be respectful and pay attention. As it turns out in this example, this professor’s tests came directly from his notes. As long as students listened and studied what he said, they did well on the tests.</p>	
<p>Extended Practice</p>	<p>Journal Activity: Students will take 10 minutes to complete the following questions either in their journal or on the “Appropriate Classroom Behaviors” worksheet. Students should add their responses to their transition notebook after completion.</p> <ul style="list-style-type: none"> • In your own words, define academic disruptive behavior. • List three behavioral expectations in college classroom settings. • List three disruptive behaviors that are not tolerated in college classroom settings. • What are some possible consequences of not adhering to the classroom expectations? • Write three tips for maintaining appropriate classroom behavior. 	<p>“Appropriate Classroom Behaviors” worksheet</p> <p>Transition Notebook</p>
<p>Lesson Closing</p>	<p>Review the main points regarding appropriate college behaviors.</p>	



Classroom Behavior Expectations



Module 7 Lesson 2

In this lesson, we're going to talk about the behavioral expectations you're likely to encounter in college classrooms and how those may differ from the expectations in high school classrooms

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Classroom Behavior as Communication

- A student's behavior in the classroom communicates information about the student to other people
- Universities set behavioral standards for the classroom to communicate their expectations to students
- As with other forms of communication, ensuring everyone is on the same page is important to a smooth transition

We're discussing classroom behavior and the expectations for that behavior in this lesson because these things are a form of communication between students and university personnel.

The school sets expectations that reflect the university's culture, priorities, and standards

The student can use their behavior to convey a great deal of information to their peers and professors.

If there's a miscommunication between these two elements, it can cause friction. This is why it's important to ensure that students have an idea of what to expect when entering the new situation so they can adjust their behaviors to meet the expectations.

Setting High Standards

- Colleges and universities set high standards
 - Assumption is that students are there to learn
 - Students are paying for this experience
 - Attending is a privilege, not a right
- Basic guidelines reflect the university culture
- Variation may exist within the university
 - Individual instructors
 - More rigorous in upper-level courses
 - Variations between majors/departments

Colleges and universities often set high standards for their students' behavior both in and out of the classroom. There are several reasons for this. First, they are assuming that students are there for the purpose of learning. In order to accomplish that goal, they need to create a certain type of environment. In addition, students are paying for the experience, and colleges want to ensure that they are getting the experience that they paid for. Finally, attending college is a privilege, not a right, and students who attempt to disrupt the environment for the paying students who are there to learn can be removed from the setting partly because of that reason.

Every college sets forth basic guidelines that reflect their university culture and describe what students can and cannot do in academic settings. However it's important to realize that individual professors may also have additional expectations that aren't outlined in the university's basic policies. These are often communicated either in their syllabus or on the first day of class. However, some professors have unwritten/unspoken expectations that they simply expect students to catch on to and adhere to. In addition, the more advanced a student's courses get, they may notice that the expectations are becoming more rigorous. Finally, certain majors may have more stringent standards than others. For example, students in an upper-level Elementary Education course may notice that their professors expect them to demonstrate extremely high levels of maturity, which makes sense when you consider that these students may be going into the schools and serving as a role model for young children through a practicum at the same time as being enrolled in this course.

General College Classroom Expectations

- Take initiative to learn and adhere to written guidelines as well as unspoken/unwritten “rules” of university culture
- Demonstrate maturity in actions and words
- Demonstrate respect for professors and other university personnel
- Demonstrate respect for peers
- Contribute to the academic environment in a positive way by listening and participating
- Do not demonstrate any behaviors that may disrupt the academic environment

Expectations in college are likely to be different from what you have experienced in high school.

First, there will be much less direct guidance. Some of the rules and guidelines will be written or specifically outlined, but others will just be part of the university culture. It is up to the student to learn all of these issues and follow them. Professors and other administrators are not there to explicitly teach students about how to behave properly, but they will still hold them accountable for doing so. There’s a general difference between high school and college that underlies this issue: In high school, the assumption is that students need constant guidance to help shape and reinforce the proper behaviors. In college, the assumption is that you can reasonably function as an adult without constantly being told what to do and reminded about doing it.

Students are also expected to behave with more maturity in college. This should be demonstrated in both actions and words. It’s most important in the classroom setting, but there will also be expectations about the level of maturity that should be displayed in other settings as well.

Demonstrating respect for both professionals and peers in the university setting is a cornerstone of college-level expectations. This can take many forms, but one of the most easily observed forms is the way in which a student participates in the academic environment. The general expectation is that students will make positive contributions

in this setting (i.e., listening actively and participating as appropriate) and refrain from making negative contributions (i.e., being disruptive in any way).

Disruptive Behavior

- Classroom disruptions are taken seriously
 - Colleges enforce policies on disruptive behavior
 - Policies exist to protect students who are investing time and money in their education
- Definitions of disruptive behavior / classroom disruption
 - “...any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities...” (East Carolina University)
 - “...behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class...” (Butler University)
 - “...behaviors that hamper the ability of instructors to teach and students to learn...” (UNC-Wilmington)
 - “...acting in a manner so severe, pervasive, and objectively offensive that it materially or substantially interferes with normal classroom procedures...” (Fayetteville State University)

Now let’s talk a little more specifically about disruptive behavior, since we’ve pointed it out as something to be avoided.

As you transition from high school to college, it’s important to know that most colleges take disruptive behavior – especially in the classroom – quite seriously. Not only do universities *have* policies governing what constitutes disruptive behavior and what consequences can be applied, but they also *enforce* those policies. The reason behind this goes back to the previous point we mentioned about the assumption that students are attending college in order to get an education and have paid for that privilege. The policies protect those students and their investment of time and money.

Each university has a slightly different definition of disruptive behavior or classroom disruption (The two terms are used synonymously here, although in some contexts “disruptive behavior” may also apply to non-academic settings in addition to classroom settings.) Here are a few examples from different schools. What do you notice about these descriptions? Commonalities? Differences?

[Facilitate a brief class discussion about what the students take away from these definitions.]

You may notice that there’s some variation in how strong the language is and whether it implies that a behavior would need to be fairly extreme before it would fall under this policy. But there are more similarities than differences. They all note that there’s some kind of interference with the classroom, and most of them specify that the behavior

needs to be either substantial or repeated.

Note: The sources for all the direct quotes on this slide are listed on the notes page of the next slide, along with the more detailed information pulled from those sources.

Specific Examples of Disruptive Behaviors

- Repeatedly arriving late or leaving early
- Repeatedly entering and exiting the room during class
- Cell phone or electronic device going off
- Answering cell phone
- Texting
- Unauthorized use of any technology or electronics
- Making loud or distracting noises
- Exaggerated or distracting movements of oneself or one's belongings
- Disrespectful, insulting, profane, or otherwise inappropriate language
- Disrespecting or ridiculing others' viewpoints
- Passing notes

Now that we have a basic definition of what disruptive behavior means in general, let's look at some specific examples. Everything listed on this slide and the next one is specifically mentioned as a potential disruptive behavior falling under one of the policies whose definitions we saw on the previous slide. (Plus one more school whose definition didn't fit on that slide.)

[Most of these examples are self-explanatory. A few notes are listed below.]

- One of the most common pet peeves voiced by university instructors about classroom behavior is use of cell phones and other technology. Based on the feedback heard at many colleges, one of the best ways to stay on your instructors' good side is to get in the habit of silencing your cell phone before walking into any classroom or meeting and putting it completely out of sight. Note that "silent" and "vibrate" are **not** the same thing; a buzzing phone pressed up against something hard in your backpack can make even more noise than a ringtone would. Furthermore, if you justify keeping your cell phone out on the desk in order to know what time it is, then asking someone to give you a watch for your next gift-giving occasion would be an excellent investment in the goodwill of your instructors.
- Note that assistive technology used appropriately in the classroom does not fall into the category of disruptive behavior. However assistive technology that is being misused (e.g., checking Facebook on an iPad instead of taking notes on it, etc.) may be governed by this policy.
- Whether or not a professor requires students to be recognized before speaking

usually depends entirely on the context of the class. Some instructors stick to a “raise your hand and wait to be called on” mentality, while others encourage students to call out questions or comments instead of raising their hand.

Sources of information on disruptive behavior policies and examples of disruptive behaviors:

Butler University: <http://www.butler.edu/student-conduct/disruptive-behavior/>

Oregon State University:

<http://oregonstate.edu/studentconduct/faculty/disruptivebehavior.php>

UNC-Wilmington: <http://uncw.edu/odos/documents/DealDisruptStu.pdf>

Fayetteville State University:

http://www.uncfsu.edu/documents/policy/academic_affairs/DisruptiveBehavior.Final.pdf

East Carolina University: http://www.ecu.edu/ofe/upload/classroom_disruption.pdf

Specific Examples of Disruptive Behaviors

- Loud or prolonged side conversations
- Speaking without being recognized
- Interrupting
- Monopolizing class discussions
- Unnecessary or repetitive questions/comments intended to delay instruction
- Sleeping
- Eating
- Reading material unrelated to the course during class (e.g., newspaper, websites)
- Ignoring instructions
- Persistent and unreasonable demands for time and attention
- Intoxication

Some schools differentiate between minimally disruptive behavior and significantly disruptive behavior and assign consequences accordingly. Some policies also specifically indicate what should not be considered inappropriate/disruptive behavior. Examples of this include cultural differences, assistive technology being used properly, minor and transient instances of disruption, differences of opinion, expressing acute distress, etc. Thus, the following distinctions may be drawn...

- One soft chirp out of your cell phone is highly unlikely to get you kicked out of class; a full-volume ringtone going off more than once very well might result in being shown the door.
- Dashing out of the classroom because you suddenly and unexpectedly feel like you're going to vomit won't be held against you once you explain it to the instructor; going out in the hall to have a cell phone conversation in the middle of class will probably be poorly-received.
- Fervently debating a philosophical point with your professor during a class discussion and even flat-out saying that you believe his logic is flawed and thus his argument is invalid would be acceptable (provided that your language was appropriate and your tone was civil); however in the same situation, it would be highly inappropriate to curse, name-call, or interrupt and monopolize the discussion.

In almost any of these, the degree to which they're enforced will depend heavily on the professor's philosophy and attitude toward classroom disruption. Most of your

professors will likely fall somewhere in the middle of the spectrum. That is to say, they will not hesitate to put a stop to significantly disruptive behavior, but they'll overlook many minor instances that could potentially fall under the purview of the policy. However, at some point you'll probably also encounter a few professors at one end of the continuum or the other – whether it's an instructor who completely ignores things like cell phone usage, sleeping, and surfing the web on a laptop during class, or one who dismisses students from class the very first time they're seen texting in class. The key is to listen and observe carefully in the first week or two of class to get a feel for the instructor's style and preferences and then strive to meet them (if the standards are high) or exceed them (if the standards are low).

Threatening or Dangerous Behavior

- Behavior judged to be physically threatening, violent, harassing, intimidating, or otherwise dangerous supersedes these policies
- Students believed to be dangerous can be immediately removed from class by law enforcement officers



Although there are many behaviors that may be classified as disruptive, behaviors that are threatening, violent, or dangerous are far less common. However, in the event that such behaviors occur, just about every college notes in their policies that the disruptive behavior policy and the procedures associated with it become irrelevant. Instead of following steps about verbal warnings and referrals to conduct boards, students who behave in a threatening or dangerous way can be immediately removed from class by the police, no questions asked. At that point, other sections of the code of conduct likely apply and a different process for assigning consequences would kick into action.

Consequences for Disruptive Behavior

- Consequences vary according to the college and the severity/frequency of the disruption
- Colleges have specific procedures instructors must follow to deal with these situations
- Consequences may include:
 - Being asked to cease the behavior in class
 - Meeting with the instructor and/or department head
 - Being asked to leave class and being counted absent
 - Reduction in course grade
 - Verbal warning; written warning
 - Formal charge of violation of code of conduct; referral to disciplinary board
 - Permanent removal from class with a grade of “Withdrawn” or “Dropped”
 - Probation; suspension; expulsion

Just as the violations differ from school to school, so do the consequences. At most schools, the emphasis is very strongly on educating students about what behaviors are appropriate and inappropriate when a violation occurs. Most schools are more hesitant to make their first response a punitive one. This works to the advantage of students who truly don't intend to disrupt class but either do so accidentally (e.g., forget to turn off their cell phone a couple of times) or do so due to ignorance of the standards (e.g., bring lunch to class because other professors allow it, while this one does not). Although students are not always given the benefit of the doubt, especially when a violation is more serious, it's usually easy enough to follow these guidelines and stay on the right side of disruptive behavior policies.

Tips on Avoiding Disruptive Behavior

- Pay attention to your school's policies and culture, as well as individual instructors' preferences
- Practice self-control and develop good habits
- Meet with the instructor to address any concerns you have; if that doesn't bring resolution, meet with the department chair
- Avoid any behaviors not directly related to classroom activity

The policies on appropriate behaviors are fairly straightforward. Most students have very little difficulty adjusting to the behavior standards that the college/university expect in the classroom.

First and foremost, pay attention to the dos and don'ts at your school. Secondly, get into good habits and practice strong self control. This applies mostly to small things like forcing yourself to put your cellphone away before class and restraining yourself from checking Facebook during a boring lecture.

If you have an issue that needs to be addressed, meet with the professor. If this doesn't resolve the situation, meet with the department chair. Every school has channels you can go through to get your concerns addressed, so seek those out and use them if you feel you're being unfairly treated regarding your classroom behavior.

Finally, the best rule of thumb if you're ever in doubt about what behavioral standards you should follow is to simply avoid any behaviors that are not directly related to classroom activity. If you're directly engaged in the class in the manner in which the professor intends you to be engaged, then it's fairly difficult to be disruptive.

Disruptive Behavior

[Video Clip](#)

Watch the video clip to see an example of a disruptive high school classroom.

Use the link to watch the video clip of a disruptive high school classroom.

http://www.youtube.com/watch?v=hwV_vUqSDwg. When the video is over, make a list of all of the things they saw happening that were disruptive.

- Students singing as a group
- One student getting the song going again
- Throwing paper
- Student sitting in the window
- Talking to each other
- Walking around
- Using a phone to video

Group students in pairs and have them answer the questions on the “Disruptive Classroom Behaviors” worksheet.

- What is the purpose of going to school? (high school or college)
- Did the students in the video make it possible to achieve that purpose?
- How did it make the teacher feel?
- How did it make students who wanted to learn feel?
- What should a classroom look and sound like when students are ready to learn?
- How will you help create this environment in a classroom?

After students have answered the questions together, discuss their answers. Make sure that they understand that students who are in college pay a significant amount of money to get a degree in order to have a good job one day. People in college expect to be able to learn in the classroom, and professors expect to be able to teach.

Appropriate Classroom Behavior

- In your own words, define academic disruptive behavior.
- List three classroom expectations.
- List three disruptive behaviors that are not tolerated in college classroom settings.
- What are the consequences of not adhering to the classroom expectations?
- Write three tips for maintaining appropriate classroom behavior.

These statements/questions are to be used with the extended practice. They can also be found on the "Appropriate Classroom Behavior" worksheet.



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Disruptive Classroom Behaviors Worksheet

Work in pairs to answer the following questions.

1. What is the purpose of going to school (high school or college)?
2. Did the students in the video make it possible to achieve that purpose?
3. How did their behavior make the teacher feel?
4. How did it make students who wanted to learn feel?
5. What should a classroom look and sound like when students are ready to learn?
6. How will you help create this environment in a classroom?



Appropriate Classroom Behaviors

Respond to the following questions/statements and then add this worksheet to your transition notebook.

1. In your own words, define academic disruptive behavior.
2. List three behavioral expectations in college classroom settings.
3. List three disruptive behaviors that are not tolerated in college classroom settings.
4. What are some possible consequences of not adhering to classroom expectations?
5. Write three tips for maintaining appropriate classroom behavior.



Objective: The student will draft an email to faculty and staff at a college or university based on authentic scenarios they may encounter on campus, correctly using at least five of the elements of the provided template.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	<p>Obtain PowerPoint file with teacher notes for Module 7 Lesson 3 and make copies of Student-Guided Notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about how sending an email to a professor is much different than sending one to a friend. They will learn what the email should contain and what language is appropriate when communicating with university personnel.</p>	<p>Power Point File Module 7 Lesson 3</p> <p>Student-Guided Notes</p>
Lesson Body	<p>Teacher Input Use the PowerPoint file with teacher notes to discuss how to draft a professional college email using professional language. More detailed information is provided in the notes page of each PowerPoint slide. Provide examples and take questions as needed during the full-group discussion of each.</p> <p>Guided Practice Provide students with one of the scenarios listed below (and also listed in the PowerPoint). Using the template and guidelines discussed in the lesson, students will work together as a class to compose a professional and appropriate email for this situation. You may choose to scribe the email as they compose it (either on paper, on the board, or on the computer), or it can be a discussion/oral activity. As they work through the steps of composing the email, provide guidance and tips as needed.</p> <p>Scenario #1: You are registering for spring semester classes. Last week you met with your academic advisor to discuss the courses you will need to take in the spring and also spent time developing your preferred schedule. One of the classes you had planned to take is now full, and you are not sure if you should ask for special permission to be added to that class or if you should just select something else. If you need to select another course, you are not sure which one to select. Compose an email to your advisor to ask for guidance with this decision.</p> <p>Scenario #2: Your next assignment in your English Composition class is a research paper. You do not feel completely comfortable using the university's library and would like some assistance with finding sources for your paper. Compose an email to the reference librarian to set up an appointment. Be sure to let the librarian know the topic you have selected so that s/he can be prepared for the meeting.</p>	<p>PowerPoint file with teacher notes</p> <p>Student-Guided Notes</p> <p>Email Evaluation Checklist</p>

<p>Extended Practice</p>	<p>Students will choose two scenarios from the options provided on the Email Scenario Cards and will compose mock emails appropriate to the situations listed. They should use the template, guidelines, and tips provided in the lesson when composing their emails. The “Email Evaluation Checklist” can be used as a rubric for checking their emails.</p> <p>When the emails are completed, students will take turns sharing what they wrote with the class. The teacher should note similarities and differences between the students’ work, and discuss with the class the strong points of the emails, as well as areas that could be strengthened.</p>	<p>Email Scenario Cards</p> <p>Email Scenario Worksheet</p> <p>Email Evaluation Checklist</p>
<p>Lesson Closing</p>	<p>Review the professional email guidelines. Have selected students whose work was done especially well share the email they wrote during the extended practice session with the class.</p>	
<p>Homework</p>	<p>If students need additional practice drafting professional emails, additional assignments may be assigned per the teacher’s discretion. If needed, the extra scenarios may be used for homework.</p>	



Sending Emails in College



Module 7 Lesson 3

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Why Are Email Skills Important?

- Primary method of communication between students and university faculty/staff
- Conveys two types of information
 - What did you say? content
 - How did you say it? style, tone, vocabulary, manners, spelling/grammar, clarity, etc.
- Creates an impression of the sender
 - Communication skills, abilities as a student
 - Professionalism, maturity, investment in education

Although you may or may not use email frequently for communicating with your friends and family, on most college campuses, email is the primary way that the university disseminates information to its students and the primary way in which students and faculty/staff communicate with each other outside of class. (Source: Kolowich, S. (2001). How will students communicate? Inside HigherEd.com. Retrieved from http://www.insidehighered.com/news/2011/01/06/college_technology_officers_consider_changing_norms_in_student_communications)

When sending an email, you communicate information beyond the content of your message. The person who reads it will notice how it is written in addition to what you have written. Although the “what” is fairly straightforward, the “how” can have many facets, including your writing style, the tone you take, the vocabulary you use, whether the email is polite/well-mannered, your spelling/grammar/punctuation, how clear and coherent the email is, and more.

Based on both of these types of information, the recipient will form an impression of you, either for better or for worse. This is especially important to be aware of when the person you’re emailing doesn’t already know you. When email is the first impression the recipient has, it can be extremely influential over their ultimate opinion of you. Some of the things that the recipient might draw conclusions about based on your email include your communication skills, your abilities as a student, your professionalism, your level of maturity, how seriously you take your education, and more.

Even if you are an excellent student who is very invested in your education, a careless email can give off the wrong impression to your professors. It’s also possible that they can misconstrue your meaning (content) based on the way your email is written. Although it’s possible to create the wrong impression, it’s also very doable to create the *right* impression. By using appropriate email etiquette in the university setting and paying careful attention to how emails to faculty and staff are constructed, you can ensure that you communicate what you *want* to communicate.

College Email Etiquette Guidelines

Do	Don't
Fill in the subject line Make the subject line specific, but brief	Leave the subject line blank Make the subject too general or too long Use keywords that may trigger a junk-mail or spam filter
Select an easy-to-read, standard font	Select a fancy, decorative font
Begin with a polite & respectful salutation Dear Professor Jones, Hello Dr. Powers, Address the recipient by title & last name Dr. Waters Mrs. Elkin Professor Tyler Look up the recipient's title if needed	Begin the content of the email without including a salutation Use an overly casual salutation Hey, Yo! Hi Tom,

In order to create those positive impressions and convey what you want to convey in the university setting, you can use these guidelines for email etiquette that we'll discuss next. These guidelines are based on a combination of professional advice and feedback from university instructors, staff, and administrators. Most of them have arisen directly out of these professionals' experiences exchanging emails with students, and the specific examples given are usually pulled directly from emails students have sent (with names changed).

Do use a subject line and aim to include enough info to indicate why the email should be read but not so much that it's a cumbersome length.

Don't leave the subject line blank or include too much or too little information. Also be aware of words that may cause your email to get routed to a junk folder or caught by a spam filter. Examples of these include: help, be amazed you're a winner, etc.

Your emails should be set to use a standard font that's easy to read and will display correctly on most people's computers.

Don't choose a fancy, decorative font, especially one that most people may not have installed on their computers. Remember that many people check their email on their phone or tablet too, and you want to be sure that it will show up correctly in addition to being easy to read.

When beginning your email, start with a polite and respectful salutation chosen based on your relationship with the recipient. If you know the person well, you

may be able to address them by their first name only. However for professors, it's usually smart to err on the side of using their title and last name. if you need to look up their title, try using your syllabus. If it's not listed there, check the university/department website. Some university email services also include a directory where you can look up someone's contact card through the email program. If all else fails, you can substitute "Professor" for the title in many cases.

Don't leave out the salutation and jump straight into the content of the email. In addition, don't use an overly casual salutation. You might think it sounds overly stiff and formal to address someone in this way, but it's the appropriate way to do it. Professors won't bat an eye at the more formal language, but they will definitely notice if you sound too casual.

Do	Don't
Write in standard English Write in complete sentences Use professional vocabulary	Write emails in the same format as text messages or social networking posts Write in fragments, phrases, or lists Use slang or informal language
Use standard, commonly-accepted abbreviations where appropriate e.g. a.k.a. UNC PSYC 101-003 MWF/TR	Use informal abbreviations or shorthand common to text-messaging gr8 2day LOL OMG TTYL
Capitalize words properly I'm Joe Smith from Greenville, NC Use correct punctuation Thank you! I look forward to hearing from you.	Write in all capital or lowercase letters YOUR CLASS IS AWESOME i'm from greenville nc Overdose on exclamation points Thank you!!!! Can't wait to hear from you!!!!

When writing emails, use standard English and complete sentences, along with professional vocabulary.

Your emails should not read the same way as your text messages. Remember that you do not have a character limit, so don't try to leave words out to conserve space. It's also better not to write in bulleted points unless you have a good reason to do so (e.g., if you're sending information that needs to be in a list format). Finally, stay away from slang or overly informal language. Again, it may sound somewhat stilted to you when you read it aloud, but in the context of an email, it's appropriate to err on the side of formality.

It's fine to use certain types of standard abbreviations in your email, and in fact, many of these are necessary and appropriate. For example, you might not want to write out "I'm in your Psychology 101 course, section 3." It would be more appropriate to use the standard university abbreviation for that course, such as "I'm in your PSYC 101-003 course." Many of these may be specific to your university/campus, such as "UNC" for University of North Carolina or "MWF and TR" for Monday-Wednesday-Friday or Tuesday-Thursday classes.

However, skip the informal or "text-ese" abbreviations. The intention of using abbreviations is to clearly convey something more quickly, and you can't assume that your professors will know all of these acronyms. In many cases, they also come across as unprofessional.

Pay attention to your punctuation and capitalization in emails. Make sure you've used commas, periods, and other punctuation marks to separate your sentences

correctly.

Receiving emails that neglect to include punctuation and read like one continuous, run-on sentence is an immediate red flag to a professor. Also keep in mind that professional correspondence rarely needs many exclamation points. If you really need to emphasize a thought, a single ! should be sufficient. In addition, avoid writing anything in all capitals. Using caps-lock is the written equivalent of screaming. If you wouldn't scream the content at someone, then don't write it in all caps. If you need to emphasize a single word or phrase, use bold, underline, or italics instead. Even changing the text color to something more noticeable is preferable to all caps.

Do	Don't
Be clear and concise in communicating your message, questions, or concerns Include both the course and section number every time you email a professor Put the email in context by stating who you are, how the recipient knows you, and why you're emailing him/her Get straight to the point	Expect the recipient to recognize you by name alone Make the recipient guess what you want or need Ramble or include unnecessary details
Maintain a professional tone Use respectful language Use "I statements" and take responsibility as appropriate if there's a conflict or problem that you need resolved I'm concerned I may have misunderstood Remember that there will be a permanent written record of your words once you click send	Use an overly-familiar or personal tone Use disrespectful, emotionally-laden, or overdramatic language this sucks freaking out really frustrated panicking fault/blame Include anything in your email that you would be embarrassed to have shared with others or that you may regret after clicking send

When it comes to the "meat" of your message, you need to strike a balance between providing detailed enough information without reaching information overload. Certain key information should always be included, such as the course and section # you're in, your full name, and what you need from the recipient. In determining how much information to include, you don't want the recipient to finish your email and still be wondering who you are, where they know you from, or what you want. But it's equally important not to waste time by sharing too much detail. If you have something that needs a lot of explanation, it may be better to use email to set up an appointment to discuss it either face-to-face or on the phone.

One of the most challenging aspects of writing good emails in the college setting is getting the tone right. It's difficult to convey tone in emails, and you need to make sure that you're coming across as respectful and professional, but not robotic and distant. The language you choose and the way you phrase things makes a big difference in this area. It can help to enlist someone you trust to read over your emails and share the impression they get from your tone until you get the hang of how to create the right tone.

It's also important when choosing your words to pay attention to language that may be emotionally-laden, overdramatic, or that could put the recipient on the defensive. If the emotional tone of your email elicits this type of reaction, it's less likely to lead to a helpful response or to the results you want.

Finally, remember that emails can be easily (and even accidentally) forwarded to others, so be careful about what you say. Ideally, you shouldn't be including anything in an email that you wouldn't want shared with others, but since you may sometimes need to email professors or other university personnel about personal matters, that may not always be avoidable. However you can avoid sending emails with any content that you may regret due to poor choice of words, disrespect, or emotionality.

Do	Don't
Spell-check and grammar-check Proofread before sending Have someone else proofread particularly important emails	Send emails that have significant spelling and grammar errors that will distract from the content of the message Rely solely on spell-check and grammar-check to catch errors
Sign emails with both your first and last name Use an email "signature" that automatically inserts your full name and contact information at the bottom of every email you send	Expect the recipient to know who you are based solely on your email address
Indicate if a message is urgent, time-sensitive or needs a reply	Expect an instantaneous reply "Email-bomb" by sending multiple emails over a short period of time to elicit a faster response

Always run a spell-check and grammar-check before sending your emails. In fact, see whether your email server can be set up to automatically run spell-check before sending your emails. However, remember that spell-check and grammar-check don't catch everything, and they can even sometimes make erroneous suggestions. Be sure to proofread your email yourself before sending it. If you struggle to identify your own writing errors, have someone else proofread your emails for you, especially if they're particularly important (e.g., regarding a job interview, a scholarship, college acceptance, etc.)

Be sure to always include your name in your email, or set up an email signature that automatically appends to the bottom of every email you send. Professors rarely have the time to sit around trying to guess the identity of "bballdude22@emailserver.com". This is doubly important if you're not using your official university email address to communicate with someone from the university. At least if they have your school email address, they can probably see your name on the directory, but you should still assume that they can't and include your full name in the body or signature of the email. Although it may seem strange to include some of these details when emailing a professor you see in class every week, keep in mind that it's very common for professors to recognize their students by their face but have difficulty putting the name and face together unless they've had significant contact with them outside of the full-class setting.

Finally, it's perfectly acceptable to indicate if an email is urgent or needs a reply.

This can be a helpful way for busy university personnel to prioritize – for example if an email subject line reads “question about tomorrow’s test” then a professor can see at first glance that it might need to move to the top of his list to reply to. Some email programs even have a little “urgent” indicator you can click to flag the message in the recipient’s inbox. However, do not abuse this! It’s important to remember that not every faculty member is sitting in front of their email all day. Many don’t have emails forwarded to their cell phones, and some don’t even like to communicate by email and so may not check it frequently. If you don’t get a response, either wait or try a different method of communication. Sending multiple messages over a short time period will not make a favorable impression and will most likely not even get you a response faster.

Additional Email Etiquette Tips

- Check your email frequently and reply promptly
- Pay attention to “Reply” versus “Reply All”
- Once an email dialogue is underway, some aspects may become less formal
 - Use the “reply” feature instead of starting a new email so you don’t have to repeat all the background information each time
 - Depending on your relationship with the recipient, more informal salutations, less context, or slightly more casual language may be appropriate
 - However, some aspects – especially tone, spelling/grammar, respectful language, etc. – should remain formal

Since email will most likely be the primary way that your school officials and professors communicate with you, it’s very important to get in the habit of checking your email frequently. You will also need to reply to emails promptly if they need a response. It’s a good idea to set up a folder system in your email so you can keep only the emails that still need to be dealt with in your inbox and then move the ones that you’ve already replied to or acted on into other folders. This will help you to avoid losing track of messages that you still need to do something with.

Be aware of whether you’re clicking “reply” or “reply all” when responding to an email. Depending on who sent the email and who else was on the recipient list, it’s all too easy to accidentally send something intended only for your professor to your entire class. Depending on the content of your email, the result of doing this can range from simply inconvenient and inconsiderate to extremely embarrassing.

Once you’ve gone back-and-forth in an email exchange a few times, you may be able to reduce the level of formality. There are some aspects of emailing that can become more relaxed fairly quickly. For example, once you’re certain that a professor knows who you are, you can likely drop the detailed context in each email. If it’s someone whom you have a closer relationship with (e.g., a long-term advisor instead of a new professor), you may even be able to use more casual language or informal greetings. However some aspects of emailing should never become casual in the university setting. The most important issues

to make sure you don't become lax about are keeping an appropriate professional tone, using respectful language, and using good spelling, grammar, punctuation, and sentence structure.

College Email Template

Salutation	Dear Dr. / Mr. / Mrs. / Ms. / Professor [Last Name]
Greeting	Hello. / Good morning. / Good afternoon.
Introduction/Context	This is [your full name] from your [day and time] [subject, course and section #] class. I'm contacting you because [brief explanation of reason for email].
Problem/Concern/Question	[Describe what you need. Be thorough, but get straight to the point. Include any specific questions you have or specific outcomes you want.]
Ending/Thanks	Thank you for your help.
Sign Off	Sincerely, [your full name]

This is a template that you can use as a base for writing emails in the university setting. Although it will need to be tailored for specific situations, it provides an outline of the basic elements an email should include.

Sample Email Based on This Template

Dear Dr. Stevenson,

Good morning. This is William Banks from your PHYS 1200-007 class that meets MWF at 9:00 am. I'm emailing you to request additional help with this course.

I'm having difficulty understanding the theory of relativity that we discussed in class. So far, I have read over my notes, reread the textbook, and asked a friend in the class for help. Would you be willing to meet with me to help me understand it better? I'm available during your office hours on Wednesday at 11 if that would work for you. If not, is there a more convenient time when I could visit your office?

Thank you very much for your help.

Sincerely,
William Banks

What did this student do well in his email?
Do you see any room for improvement?

Another Email Template

The image shows a screenshot of an email composition window with a blue header. The header contains the title "Another Email Template". Below the header is a form with several fields:

- To...:** Double-check that the email address is correct
- Cc...:** You can copy yourself on an email for your own records
- Bcc...:** (empty)
- Subject:** Use a subject heading, but avoid emotionally-charged words

Below the form is a large text area containing the following text:

Dear _____, (Use an appropriate salutation based on who the recipient is)

Sentence #1 should contain a greeting.
(e.g., I hope you are doing well; I hope you are having a nice week so far; etc.)

Sentence #2 should identify who you are.
(e.g., I am in your ENGL 1100 class on Tuesday/Thursday at 12:30; I am one of your new advisees; etc.)

Sentence #3 should state the purpose for your email.
(e.g., I am writing to make sure I understand how to best study for our next test; etc.)

The next several sentences should explain your question, concern, or comments clearly.

You may want to end with a last sentence that wishes the person well.
(e.g., Have a great day!; I hope your weekend is a restful one; etc.)

Sincerely,_____(or another appropriate ending)

(Include your name; don't assume the email system will alert the recipient to your full name.)

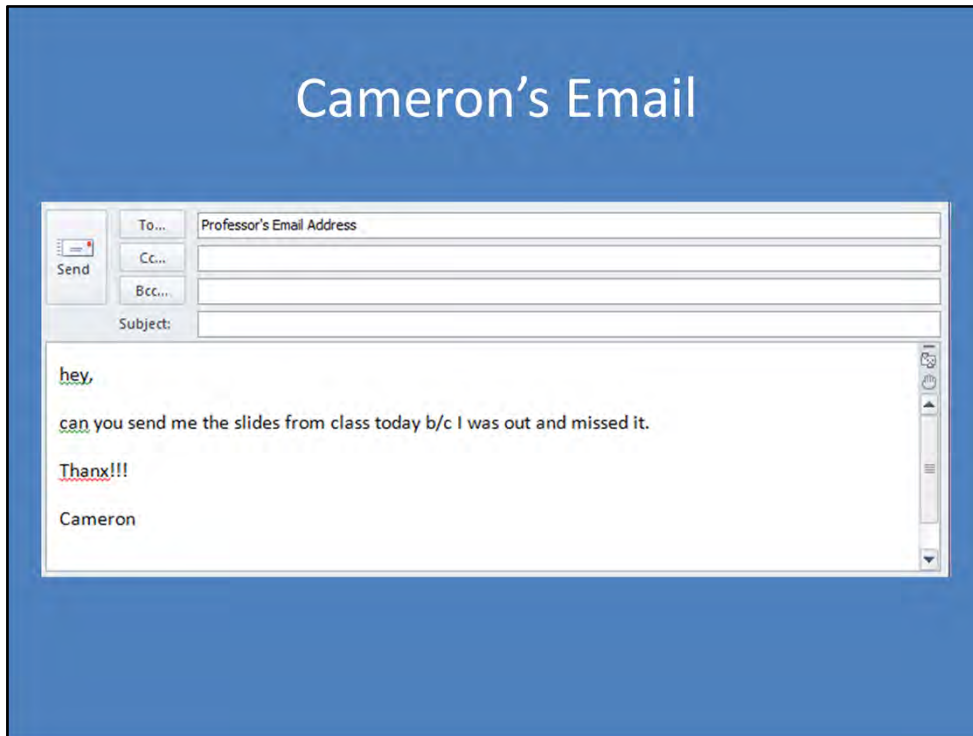
This is another email template that you can use. It includes basically the same information but is set up slightly differently.

Review These Emails

- Look at the emails on the next two slides
- Assess each email based on the following questions:
 - Is the email effective and clear?
 - Does it convey what the student most likely wants to convey?
 - Does it convey anything the student may *not* want to convey?
 - How could it be improved?
 - How do you think the email would impact the recipient's impression of the sender?

To implement the guidelines we've talked about, let's take a look at two different emails. These emails are based on real emails that college administrators have received.

Cameron's Email

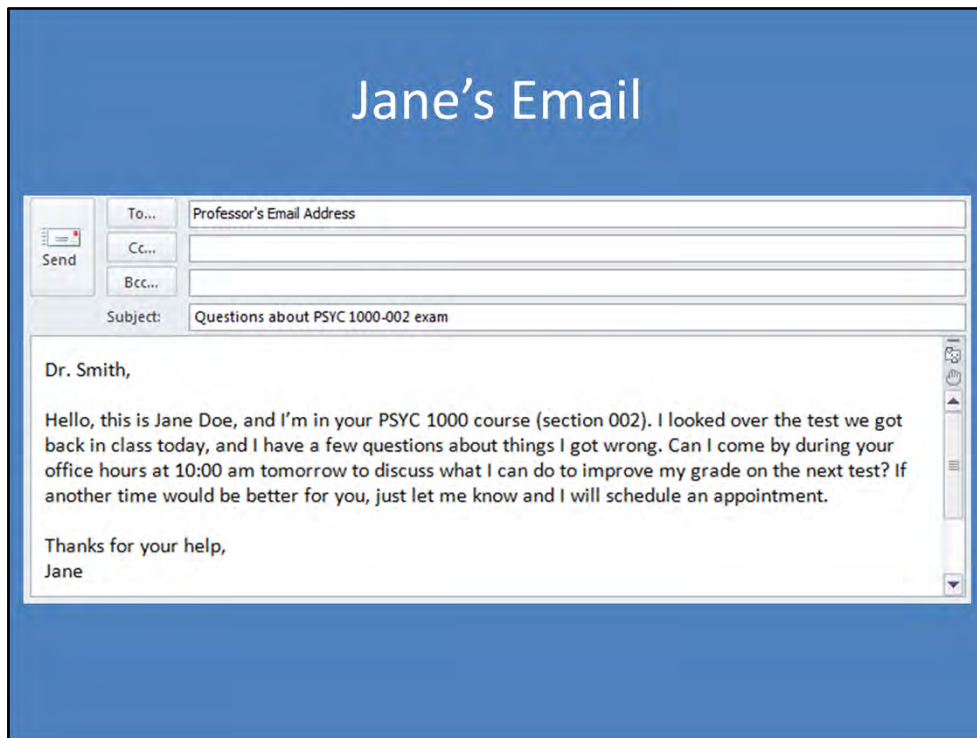


Discuss the problems presented by this email, including:

- There's no subject line
- The salutation is extremely informal
- The professor doesn't know the student and the email doesn't include a last name.
- Professors teach several classes a day. There isn't any way for this professor to know which class Cameron missed. Therefore, he/she doesn't know what slides to send.
- The incorrect grammar, punctuation, and informal writing may give the impression that the student isn't serious about school.
- There isn't an excused reason listed as to why the student missed class. The professor isn't required to send notes to a student who missed class. This is an exception to the rule. If the student wants the notes missed in class, he should make a very good case for why he needs them and why he missed class.

Take a few minutes to rewrite this email to make it professional according to the guidelines and tips given in this lesson.

Jane's Email



The image shows a screenshot of an email client interface. The background is a solid blue color. At the top center, the text "Jane's Email" is displayed in white. Below this, there is a white rectangular area representing the email composition window. On the left side of this window, there is a "Send" button with a red flag icon. To the right of the "Send" button are three input fields for "To...", "Cc...", and "Bcc...". The "To..." field contains the text "Professor's Email Address". Below these fields is a "Subject:" label followed by the text "Questions about PSYC 1000-002 exam". The main body of the email is a white text area with a vertical scrollbar on the right. The text in the body is as follows:

Dr. Smith,

Hello, this is Jane Doe, and I'm in your PSYC 1000 course (section 002). I looked over the test we got back in class today, and I have a few questions about things I got wrong. Can I come by during your office hours at 10:00 am tomorrow to discuss what I can do to improve my grade on the next test? If another time would be better for you, just let me know and I will schedule an appointment.

Thanks for your help,
Jane

Discuss what this student did well in her email and any room for improvement.

Compare These Emails to Our Guidelines

Did the email...	Yes	No
Appropriately identify the purpose of the email in the subject line?		
Begin with a polite and respectful salutation?		
Use standard English, complete sentences, and professional vocabulary?		
Use only commonly-accepted and necessary/helpful abbreviations?		
Use proper capitalization and punctuation?		
Clearly communicate the message, questions, or concerns, including necessary context or background information?		
Clearly convey a respectful and professional tone?		
Contain no spelling or grammatical errors?		
Include both first and last name of the sender?		

This Email Evaluation Checklist allows you to determine whether an email follows the recommended guidelines for sending appropriate and effective emails in the college setting.

Sample College Email Scenario

As a class, draft an appropriate email to send in the following situation. Remember to use the guidelines discussed in the lesson.

You are registering for spring semester classes. Last week you met with your academic advisor to discuss the courses you will need to take in the spring and also spent time developing your preferred schedule. One of the classes you had planned to take is now full, and you are not sure if you should ask for special permission to be added to that class or if you should just select something else. If you need to select another course, you are not sure which one to select. Compose an email to your advisor to ask for guidance with this decision.

Have the class work together to compose an email. You may choose to write up the email draft as they talk through it or simply do this activity aloud.

Sample College Email Scenario

As a class, draft an appropriate email to send in the following situation. Remember to use the guidelines discussed in the lesson.

Your next assignment in your English Composition class is a research paper. You do not feel completely comfortable using the university's library and would like some assistance with finding sources for your paper. Compose an email to the reference librarian to set up an appointment. Be sure to let the librarian know the topic you have selected so that s/he can be prepared for the meeting.

This scenario is an alternative to the one on the previous slide for the Guided Practice part of the lesson. It can also be used as an extra scenario for the Extended Practice instead.

Have the class work together to compose an email. You may choose to write up the email draft as they talk through it or simply do this activity aloud.



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Email Evaluation Checklist

Did the email...	Yes	No
Appropriately identify the purpose of the email in the subject line?		
Begin with a polite and respectful salutation?		
Use standard English, complete sentences, and professional vocabulary?		
Use only commonly-accepted and necessary/helpful abbreviations?		
Use proper capitalization and punctuation?		
Clearly communicate the message, questions, or concerns, including necessary context or background information?		
Clearly convey a respectful and professional tone?		
Contain no spelling or grammatical errors?		
Include both first and last name of the sender?		



Email Scenario Worksheet

Using this form, work with a partner to write an appropriate email based on the scenario you've been given. Be sure to follow the template, guidelines, and tips discussed in today's lesson.

To:

CC:

Subject:

Message:



Sending Emails in College: Scenario Cards

You are sick with a fever and are not going to be able to attend your math class today. Compose an email to your instructor to let her know the situation and ask if there is an assignment you need to prepare for the next class meeting.

You are planning to take your test in the Disability Support Services office on campus so that you can utilize the accommodations available for you (testing in a quiet location and use of extended time). You have already set up an appointment in that office for 8:00 a.m. on Friday November 12, but need to contact your instructor to let her know to send a copy of your test over to the office in advance. Your instructor is aware that you are eligible for these accommodations but will need to know when you have scheduled your appointment and to be reminded to send the test. Compose an email to your instructor providing the reminder with full information.

You have been given a group assignment by your psychology instructor. In order to complete the assignment on time, you will need to contact your group members and set up some out-of-class work sessions. Compose an email to the other three members of your group to get started planning for these meetings.

You are interested in starting a student organization on campus, but you are not sure how to begin. Compose an email to the person responsible for working with students to establish student organizations asking for more information.

You have just finished a biology class with a very effective instructor. Not only was this faculty member effective in the classroom, she was also willing to meet with students and provide support outside of class. Grades for the class have been posted, and you are interested in doing something nice for this faculty member. Compose an email to her department chair sharing information about the positive experience you had with the instructor this semester.

You are interested in travel, and know that your college offers some study abroad opportunities. If you are going to take advantage of study-abroad, next semester will be the time you need to do so. Compose an email to the campus study abroad representative to request an appointment to learn more about your options. Be sure to let them know about some of your interests so that they can be prepared to be as helpful as possible when you have your meeting.

Your chemistry instructor canceled a recent face-to-face class and asked that all students submit an alternate assignment as an attachment to an email. Compose an email to your instructor letting her know that the assignment is attached.

For the introductory class to your major, one of the assignments is to schedule an interview with someone currently in the line of work you wish to pursue after graduation. After conducting the interview, you will reflect upon what you learned and submit a summary paper to your instructor for a class grade. Compose an email to a local businessman asking if he would be willing to interview with you for this assignment.

Objective: The student will demonstrate the ability to accept and respond to constructive criticism in a college environment by writing a reflection to a scenario and including at least three concrete ways to process criticism and turn it into a positive learning experience.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	<p>Obtain PowerPoint file with teacher notes for Module 7 Lesson 4 “Constructive Criticism” and make copies of Student-Guided notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about accepting and responding to constructive criticism.</p>	<p>Power Point File Module 7 Lesson 4</p> <p>Student-Guided Notes</p>
Lesson Body	<p>Teacher Input Use the PowerPoint file with teacher notes to discuss constructive criticism in the college environment. Detailed information is provided on the notes pages of each slide in the PowerPoint file. Provide examples and take questions as needed during the full-group discussion.</p> <p>Guided Practice Group students into pairs. Give them one minute to make a list of times they may receive criticism in college (e.g. from a professor on a paper, in response to a project, from classmates when working in groups, at work when they are late, from a roommate on being messy, etc.). When the minute is over, go around the room and have students give one item from their list at a time. If another pair says one of their examples, they should cross it off their list to avoid repeats. Using this method, create a master list on the board/chart paper based on student responses. Using the master list, highlight or mark the examples that students feel they might have a harder time accepting or responding to and tell why. Group students back into pairs, and assign each group one or two of the examples of criticism on the master list. Each pair of students will write ways to respond positively to that example of criticism based on what was taught in the lesson. When students are finished, they will share their responses with the class. Use these responses as a platform to reiterate the main points from the lesson.</p>	<p>PowerPoint file with teacher notes</p> <p>Student-Guided Notes</p>

<p>Extended Practice</p>	<p>Give each student a copy of the “Constructive Criticism Reflection” sheet that describes the following assignment. Using this sheet, each student will write a reflection that addresses the emotionality of criticism, as well as steps they can take that will turn the criticism into a learning experience. Stress the importance of being honest and using the tools and tips provided in the lesson. When completed, the reflection should be added to the students’ transition notebooks.</p> <p>Constructive Criticism Reflection Assignment: Based on the scenario listed below, write a one page response that details how you would handle the situation. Use the following questions as a guide to write your reflection. Make sure that you are honest with yourself. Remember to include three concrete ways that you would process the criticism and three benefits of learning to respond positively to constructive criticism.</p> <p>Scenario You have had a crazy week at school. You had two tests, one group project, and one paper due within the same week. On top of that, you work 12 hours a week, and your roommate has been sick. Even though you prepared in advance for all this work, you have still felt overwhelmed. You feel like you put a lot of effort into making sure you did your best work on the paper, but when you get it back, you received a C, and it’s covered with red corrections that are blunt and, in your opinion, very picky.</p> <ol style="list-style-type: none"> 1. How would the criticism affect you? Why would it impact you in this manner? 2. Describe three concrete ways in which you would process this criticism and turn it into a positive learning experience. 3. What are the benefits of learning to respond positively to constructive criticism? Describe at least three benefits. 	<p>“Constructive Criticism Reflection”</p>
<p>Lesson Closing</p>	<p>Review the constructive criticism lecture main points.</p>	



Constructive Criticism



“Criticism may not be agreeable, but it is necessary. It fulfills the same function as pain in the human body. It calls attention to an unhealthy state of things.”

- Winston Churchill

Module 7 Lesson 4

What does this quote mean to the students? What do they think Churchill means by *unhealthy*?

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What is Constructive Criticism?

- Feedback about someone else's work
 - Valid and well-reasoned opinions
 - Includes both positive and negative comments
 - Friendly manner rather than an oppositional one
- Valuable tool in raising and maintaining performance standards

According to Wikipedia, constructive criticism is the process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than an oppositional one. In collaborative work, this kind of criticism is often a valuable tool in raising and maintaining performance standards.

Constructive vs. Destructive Criticism

Constructive Criticism	Destructive Criticism
• Intends to educate	• Intends to embarrass
• Related to the work	• Feels like a personal attack
• Helps build on an idea	• Tears down an idea
• Makes the outcome better	• Makes the person feel worse
• Is intelligent and calculated	• Includes rapid-fire and random responses
• Comes along to help	• Tries to take over

Share this example of constructive versus destructive criticism along with any others you may have.

Destructive Criticism

"This video is okay, but you should fix up the one part where the guy talks at the beginning. It looks kind of dumb and pointless."

"What do you mean?"

"I don't know, something about it looks stupid, just take my advice and do something different with it!"

"It's fine the way it is! Just let me work okay!"

Constructive Criticism

"This video you finished looks great! Could I just give you some advice though?"

"Sure."

"You should cut this one clip a little shorter. It goes on for too long and gets boring."

[Working]

"Done. Yeah it definitely looks smoother, thanks for the tip."

"No problem."

Constructive Criticism in College

- Communication styles differ in college
- High school teachers
 - Goal is to increase self-esteem and correct errors
 - May be less direct when giving feedback or assessing work
- College professors
 - Goal is to correct errors and increase proficiency
 - More direct or straightforward in feedback
 - May not mention what was done well

As part of an overall college or university culture, communication styles are going to differ. In high school, teachers are often less direct or more gentle with their assessment of students' work than college professors. In high school, the focus remains on self-esteem and encouragement. Assessments may be couched in a softer language and be less direct. In college, professors do care about student feelings and self-esteem, but may not see their role to be to keep student self-esteem high. Their feedback is generally straightforward and direct with a goal to correct errors or problems with an assignment. In the process, they may not mention what was done well. This does not mean that nothing was done well, it just was not the target of the feedback. They may also be working to push students to the "next level" of proficiency or ability, which means that even something that is done well may be given feedback on how to improve it even further.

Many college students are unprepared for this and it may create a "culture shock."

Understanding the Intent of Criticism

- Constructive criticism may be interpreted as a personal attack if you don't understand its purpose
- However, professors are not launching a personal attack by giving you direct feedback
 - No vendetta against students
 - Their job is to make you a stronger critical thinker, a better writer, and a more knowledgeable person
 - They have the benefit of experience and perspective to offer you quality feedback and advice
 - You will not improve without hearing where you went wrong and how to correct it

Unfortunately, many students interpret constructive criticism as a personal attack against them if they are not prepared for the shift in culture. Students need to understand that it is not a personal attack, but an effort to make them strong critical thinkers, better writers, and more knowledgeable people. Professors do not carry personal agendas, but they are going to use their knowledge to help create better students.

Keep this in mind: Nobody has every gotten to be the best at anything without getting feedback from other people about how they could improve. This applies to anything from writing a paper to shooting a basketball. It even applies to less tangible things like making life decisions and choosing friends. In everything we do, we need help from the people around us in improving because we cannot see our own behaviors and the things we create in the same objective way that other people can see them.

Prepare Yourself for this Change

- Start preparing now for the shift in feedback styles you will encounter in college in order to...
 - Alleviate culture shock
 - Receive feedback in the spirit in which it's intended
 - Learn from criticism more quickly
- Use the following tips to help you process constructive criticism and become more “thick-skinned”

Preparing yourself now for this shift in communication and feedback styles is important. Not only will it alleviate some of the culture shock, it will also help you learn to take instructors' feedback in the spirit in which it was intended and learn from it more quickly. You will need to develop a thicker skin in order to make the most of constructive criticism.

Students should begin preparing themselves now for the shift in critique styles and develop a somewhat thicker skin to accept and respond to constructive criticism. Use the following slides as tips for how to process constructive criticism.

Tips for Processing Constructive Criticism

1. Stop
2. Separate the content from the delivery
3. Reflect and use it as a learning experience
4. Acknowledge your feelings, but don't take it personally
5. Learn something and move on

This slide gives an overview of the steps for processing constructive criticism. These will be covered in more detail over the next few slides.

Stop

- Do not react or respond immediately
- Take a deep breath or count to 10, if necessary



If a professor has given a lot of feedback on a paper or project, it can be overwhelming to a student, especially if that student has put forth a lot of effort into doing a good job. If students will pause and take a deep breath, they can begin to digest the feedback piece by piece instead of seeing it as a complete failure. This will allow them to process the suggestions and make changes to become a better student.

Separate the Content of the Message from the Manner in which It Is Delivered

- Feedback in college will usually be professional and appropriate
- Some criticism may be delivered with emotion such as frustration, anger, or sarcasm
- Keep your cool and stay rational
 - Don't match the other person's emotions
 - Reacting negatively or emotionally generally makes the situation worse
- Address the underlying issue, not the way it's being raised

This is one of the most difficult aspects of processing criticism for many people. It can be extremely difficult to separate out the content of the feedback from the way in which the feedback is presented to you. For example, a student who receives feedback about their writing style in private during office hours may have a much easier time accepting the criticism than a student who receives the exact same feedback in front of an entire classroom and feels embarrassed about it as a result.

Typically professors will be professional and appropriate with their constructive criticism. However, there may be times when either a professor or someone else in your life is upset and allows their emotions to seep into their remarks. If that happens, the most important thing is for the student not to become emotional as well. Staying calm and rational and putting the emotional reaction on hold is the best way to defuse the situation and gain the most from the experience.

Students need to remember that if they, in any way, have stretched the instructor guidelines (e.g. submitted work at the last minute or late, not read/ followed formatting guidelines), they are more likely to receive feedback laced with frustration from the instructor. In cases like this, the student should take full responsibility for their actions, and acknowledge the role they played in eliciting the feedback. Although there's no excuse for professors providing truly unprofessional or inappropriate feedback, students should consider situations like this from their perspective – in many cases, the instructor may have given explicit instructions both

verbally and in writing, provided multiple reminders, and offered multiple opportunities for students to clarify the precise expectations. If the instructor then discovers that 30 out of 100 papers completely ignored very clear instructions such as “set your margins to 1-inch and use Times New Roman or Arial font size 11-12 only”, then it’s pretty reasonable for them to be frustrated by the time they’re grading the 30th paper.

Ultimately, this comes down to addressing the real issues and not the manner in which the issue has been raised. If you feel that the criticism should have been delivered in a different way, that’s something that you can address at a different time, but not until the current situation has concluded and you’ve had time to analyze and apply the content of the feedback.

One more point that’s important for students to bear in mind while making the transition from high school to college: A professor’s role is not to be your friend or your cheerleader or your emotional supporter. Nor are they responsible for raising or maintaining your self-esteem. They are responsible for preparing you for the world and/or a career. Some students adjust quite well to the “tough love” or “objective and rational” styles that professors might have. However for students who are more sensitive to any negative implications of feedback at all, this is an area where they may need to invest some time and energy in personal growth. The ability to receive feedback that is **not** sugarcoated is necessary and important to becoming a successful adult.

Reflect Upon and Learn From the Feedback

- What is the content of the message that was conveyed?
- Move past defensiveness to genuinely analyze the feedback
- Was the criticism justified? To what extent?
 - If so, how can you improve?
 - If not, what else can you learn from the situation?



First, you need to determine exactly what the content of the message was and make sure you understand it. Then you need to analyze it. It's human nature for this step to make us feel defensive. We also tend to want to immediately dismiss any criticism that doesn't match up with our self-image. In fact, sometimes we feel most defensive and dismissive when we know in the back of our minds that there is a legitimate basis for the criticism. **Be honest with yourself!** This is a hard lesson to learn, and it's okay if it takes practice to learn to accept constructive criticism.

Once you've moved past the defensiveness, you can consider whether the criticism was justified and to what extent. Remember that even if you don't think some of the feedback is accurate, you shouldn't automatically dismiss all of it. If you do find that there's any basis whatsoever for the criticism, use the feedback to figure out how you can improve. Even if you determine that the person was off-base in their critique, you can still look for things to learn from the situation. For example, imagine that you get feedback when practicing an oral presentation about how you talked about something that was factually inaccurate. You check a couple of different sources and compare the info to your presentation and find that you were correct in the first place. You may not need to change your presentation, but you have still learned something valuable that you can apply... You learned that there might be a common misconception that exists about the information you were presenting, or possibly that something about the way you presented that information might have made it easier to interpret, or possibly that people might only be half-listening to that part of

your presentation and more likely to mis-hear what you said. (Of course, there are many other possibilities, but those are a few reasonable ones.) Regardless, you can use this information in the future or even to clarify your presentation anyway.

Acknowledge Your Feelings, But Don't Take It Personally

- Some criticism may have a big impact on you
 - It may sometimes **be** personal, and it often **feels** personal
 - It's ok to feel hurt, angry, sad, disappointed, stung, surprised, or whatever else
- However, don't let it...
 - Bring you to a standstill
 - Define you
 - Lower your self-esteem
- Remember: Nobody's perfect!



Inevitably, some criticism will really get to you. Some criticism actually is personal, and it often feels personal even if it's not. You don't need to completely ignore your feelings about it, as long as you don't let them take over the situation in which you're responding to the feedback. In fact, acknowledging how you feel and why you feel that way can actually often help you process the criticism. For example, if you're feeling particularly upset over a piece of feedback, consider why it's affecting you so much. Does it tap into something that you're already insecure about? Does it make you question whether your best is good enough? Does it remind you about something you know you need to work on or didn't do your best on? Sometimes this type of emotional analysis can actually lead you back to a rational analysis of how to use the criticism to improve.

However, don't get bogged down with the emotional aspect. Don't let it paralyze you, define who you are, or make you feel back about yourself in the long-term. It may help to remember that nobody is perfect. We're all wrong sometimes, and we all have room for improvement. In order to keep improving, we have to hold each other accountable and help each other get better. It's hard to be on the receiving end of suggestions for those improvements, but it's something that's common to every single person in the world.

Learn Something and Move On

- Take the lesson away from the experience, but leave the negative feelings in the past
- Use it as a challenge to get better
- Use what you've learned so you don't repeat the same mistakes



Finally, it's time to make sure that you've learned something from the experience, implement what you've learned, and move on with your life.



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Constructive Criticism Reflection

Based on the scenario listed below, write a one page response that details how you would handle the situation. Use the following questions as a guide to write your reflection. Make sure that you are honest with yourself. Remember to include **three** concrete ways that you would process the criticism and **three** benefits of learning to respond positively to constructive criticism.

Scenario

You have had a crazy week at school. You had two tests, one group project, and one paper due within the same week. On top of that, you work 12 hours a week, and your roommate has been sick. Even though you prepared in advance for all this work, you have still felt overwhelmed. You feel like you put a lot of effort into making sure you did your best work on the paper, but when you get it back, you received a C, and it's covered with red corrections that are blunt and, in your opinion, very picky.

1. How would the criticism affect you? Why would it impact you in this manner?
2. Describe three concrete ways in which you would process this criticism and turn it into a positive learning experience.
3. What are the benefits of learning to respond positively to constructive criticism? Describe at least three benefits.



Objective: The student will write a professional thank-you note correctly using at least 6 of the 7 components presented in this lesson.

Materials Needed

- Transition Notebook
- “Thank-You Note Scenarios” Worksheet

Activity Description

Class Discussion and Directions:

Use the detailed teacher notes on the notes pages of the PowerPoint file for this activity to lead a class lecture and discussion about how to write thank-you notes.

Activity:

Give each student a copy of the “Thank-You Note Scenarios” worksheet. Each student should choose one of the scenarios listed on the worksheet and compose a thank-you note based on the scenario using the template presented in the lesson. Students can personalize the note to their preferences but should be able to demonstrate that their finished product addresses all the key components included in the template.

Since the notes will be written either on the worksheet or typed, students should also include details about the format they would choose if they were actually sending the note (e.g., a card, stationery, blank paper, email, etc.). After each student composes their note, have them share with the class so they can be exposed to the different ways that thank-you notes might sound to gain more ideas for writing notes in the future.

Writing Thank You Notes



Module 7 Activity 2

This activity will guide students through the process of writing thank you notes using a template.

Citations:

Dear eHow.com's Culture & Society section (<http://www.ehow.com/culture-and-society/>),

Thank you very much for some of the ideas and tips contained in this PowerPoint. I know it will benefit the students who use this curriculum to draw from your expertise reflected in many articles about various aspects of thank you note writing. In addition, please pass along my thanks to all your other friends who helped us create this presentation, including our pals at Southern Living (<http://www.southernliving.com/home-garden/solutions/thank-you-note-00417000068532/>) and Emily Post (<http://www.emilypost.com/social-life/gift-giving-and-receiving/880-appropriate-thank-you-notes>). You're all such wonderful resources, and we appreciate you very much!

Best Wishes,

The Project STEPP Transition Curriculum Authors

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Why Write Thank You Notes?

- To acknowledge a kind gesture
- To express appreciation
- To make a positive impression
- Write thank you notes for:
 - Gifts received
 - Kindnesses shown
 - References written
 - Following up after a job or internship interview
 - Other personal reasons



For many students, writing of any kind can be a challenging and daunting task. Writing something that seems “optional,” like a thank-you note, can sometimes seem inconvenient or more difficult than it’s worth. Although handwritten thank-you notes are not as common as they once were, expressing gratitude in writing towards those who have done something for you is still an expected and necessary part of a successful adult’s communication skill set. Thus, writing thank you notes is an important habit to develop.

In terms of practical reasons for why to write thank you notes, consider that taking the time to write your thank-you and send it to someone is a gracious and well-mannered thing to do. Since the person you’re thanking took the time to do something nice for you, sending a note reciprocates that kindness by showing that person that you have taken the time to appreciate their gesture. Receiving a thank-you note generally makes a positive impression on the recipient. Thank-you notes are generally associated with thoughtfulness, politeness, and good character, which are qualities that most people want associated with themselves! Thank-you notes also make the recipient feel good about themselves. Although it’s a much more cynical angle, some people may find it motivating to consider that someone who feels like you appreciated their last kind gesture is more likely to continue doing other kind things for you in the future! Finally, in the case of a job or internship interview, sending a thank-you note to follow up serves as a reminder of your interview and creates an additional opportunity for your name to be in front of the interviewer in a

positive way before they make a decision.

Situations in which you should write thank-you notes are listed above. Specific examples that often apply to high school students include gifts received for birthdays, holidays, or graduation; time someone spent with you helping you on things like schoolwork, college applications, or mentoring; reference letters written for applications or scholarships; interviewers at a job or school; etc.

Thank You Note Template

- Start with a basic template/outline
- Fill in the appropriate specific information
- Personalize and individualize it to suit your own communication style and your relationship with the recipient

If writing thank-you notes doesn't come naturally to you, you can use a template that can be filled in with information appropriate to the specific situation. A basic thank-you note can easily be boiled down to a few elements in a specific order. You can then personalize it to suit your own communication style and individualize each note you write so they're not identical in wording. As you get better at writing thank-you notes, you'll rely less on the template and more on your instincts about how to express your appreciation.

We will walk through the basic template for a thank-you note together and include some examples. However, be aware that you can personalize and adapt this template for many more scenarios than we will talk about today.

7-Step Thank You Note Template

1. Salutation
2. Directly say “thank you.”
3. Express your appreciation in more detail.
4. Comment about how nice it was for the giver to do this for you.
5. Closing niceties, such as a greeting or well-wishes
6. Wrap up by thanking the giver one more time
7. Sign off

All of these steps will be discussed in detail on the following slides. This is just a preview/outline.

Step	Examples
1. Salutation	Dear Aunt Beth, Dear Professor Carver, Dr. Smith:

Step 1 is the salutation. You may also think of this as the part where you greet or address the recipient.

The details of the salutation don't vary much. You will usually start with "Dear [NAME],". In very formal situations it may be more appropriate to skip the "dear" part and/or change the comma to a colon. However, even in professional thank-you notes, it is common to see the "Dear [Title & Name]," salutation.

Step	Examples
<p data-bbox="342 302 824 359">2. Directly say “thank you.”</p> <p data-bbox="342 380 824 600"><i>For a gift:</i> Specifically mention the gift and the occasion for which it was received. Use a positive adjective to describe the gift.</p> <p data-bbox="342 621 824 842"><i>For an action/event:</i> Specifically mention the action or event and the occasion it was associated with.</p>	<p data-bbox="829 380 1279 464">Thank you for the lovely watch you gave me for my birthday.</p> <p data-bbox="829 474 1279 600">Thank you so much for the generous check you sent me for my graduation.</p> <p data-bbox="829 621 1279 789">Thank you very much for writing letters of reference to accompany my scholarship applications.</p> <p data-bbox="829 800 1279 926">Thank you for the opportunity to interview for the summer internship position on Monday.</p>

Step 2 is to directly thank the individual.

At this point, the template branches out to include instructions that are slightly different depending on whether you are writing a note about a gift as opposed to an action, event, kindness, or something else non-tangible.

Step	Examples
<p data-bbox="358 317 797 394">3. Express your appreciation in more detail.</p> <p data-bbox="358 432 813 653"><i>For a gift:</i> Tell the giver why you liked the gift in more detail. If you have a hard time thinking of a specific compliment, say something generic, like “I love it!”</p> <p data-bbox="358 684 821 825"><i>For an action/event:</i> Mention a specific positive effect of the action or a positive detail associated with the event.</p>	<p data-bbox="850 432 1230 527">The gift card will come in handy for buying coffee on the way to my morning classes.</p> <p data-bbox="850 548 1255 604">I can’t wait to put the new blanket on the bed in my dorm room.</p> <p data-bbox="850 684 1255 810">I definitely think it strengthened my application for the committee to hear from someone who has taught me in a laboratory course.</p> <p data-bbox="850 831 1255 926">I enjoyed learning about the program and the opportunities it would provide.</p>

Step 3 is to express your appreciation in more specific detail.

Another example that you might use for an interview thank-you note: “The thing that stands out to me the most about your organization is the value you place on the quality of services you provide for your clients. I feel that this sets you apart from many companies and creates a positive work atmosphere .”

Step	Examples
4. Comment on how nice it was for the giver to do this for you	It was so thoughtful of you to remember me. What a generous and kind gift! It's kindnesses like yours that have made getting through this difficult time easier. I know you're extremely busy at this time of year, and it meant so much to me that you took the time to be there.

Step 4 is to comment about what a nice, kind, or otherwise positive gesture this was.

This can take many different forms depending on the specific gift/event/etc.

Step	Examples
5. Closing niceties, such as a greeting or well-wishes	<p>I hope you and Uncle Lloyd are doing well and enjoying your summer.</p> <p>Please tell Marcus I send my love, and give Spot a pat on the head from me! Let's plan to get together the next time I visit Fargo.</p> <p>I'll miss seeing you at Sunday dinners once I leave for ECU, but I know we'll keep in touch on Facebook.</p> <p>I hope the upcoming merger goes smoothly for your department. I look forward to keeping up with it in the company's newsletter.</p> <p>Best of luck with your presentation at the conference next week!</p>

Step 5 is some type of nice closing statement. This might include a greeting to others in the family, a comment about an upcoming event you know they'll be involved in, or just general well-wishes. This will vary drastically depending mostly on your relationship with the giver and the context of what the thank-you note is for.

Another example that would work in a professional context is: "It was very nice to meet you, and I hope you have a wonderful week!"

Step	Examples
<p>6. Wrap it up by thanking the giver one more time.</p>	<p>Thanks again!</p> <p>Thank you again for this opportunity! I look forward to hearing from you.</p>
<p>7. Sign off</p> <p>Select an appropriate sign-off based on your relationship with the giver.</p>	<p>Love, Wilbur</p> <p>Sincerely, Morris Winchester</p> <p>Best Wishes, Kerry</p> <p>Regards, Melvin Allen</p>

Step 6 is to simply directly say “thanks” one more time.

Step 7 is to end with an appropriate sign-off.

Sample Professional Thank You Note

Dear Professor Smith:

Thank you for writing letters of reference to accompany my scholarship applications. I definitely think it strengthened my application for the committee members to hear from someone who has taught me in a laboratory course. I really appreciate your taking the time to recommend me, especially at such a busy time of the year. I hope the rest of your semester goes well, and I'll keep you posted about whether I receive any of the scholarships. Thanks again!

Sincerely,

Jimmy Huffington

This is a sample thank you note written with the aid of the template described previously. This example is from a professional context.

Sample Personal Thank You Note

Dear Aunt Bethany,

Thank you so much for the awesome care package you sent to me at school! My roommate and I are having a great time playing with the stress-ball toys, and I think I made some new friends on my hall by sharing a few of your amazing homemade cookies. (The rest are safely stashed under my bed to make sure they last as long as possible!) You must have known that I was having a stressful time, because it was exactly the kind of fun pick-me-up that I needed to turn my whole week around for the better. Thank you so much for both the treats and the sweet note, and I can't wait to give you a big hug when I see you over winter break!

Love,

Alice

This is a sample thank you note written with the aid of the template described previously. This example is from a personal context.

Additional Thank You Note Tips

- Be prompt
- Better late than never
- Handwrite your notes
- Make them personal
- Keep a list



Be prompt. Write notes within about a week or so of receiving the gift. In certain situations (like job interviews) you may need to send the note within 24 hours. If you receive a gift card or check and want to wait until you use it to thank the giver so you can include more details about what you did with it, then take into consideration when you're going to use it. If it's within a short time period, it's ok to wait. If it will be awhile, it may be appropriate to send a regular thank you note before using it and then a brief follow-up after you spend it.

If time slips away from you, remember that it's better to send notes late than not at all. Although you may feel embarrassed that you've waited so long, the person who gave you the gift will probably be more likely to think how nice it is that you sent a note at all instead of dwelling on how long it took you to write it.

A handwritten note is always better than a typed or emailed one, even if your handwriting isn't great. (The exception to this would be if you have any kind of disability that physically makes it difficult or impossible to write legibly.) If you struggle with written expression, try typing out what you want to say first (or dictating it with a speech-to-text software) and then transferring it onto paper in your own handwriting. At the very least, you should sign your name by hand if you're printing out a typed thank-you note. Remember, the important thing is not how nice your handwriting is or whether you spelled every word right...the important thing is that you took the time to acknowledge and appreciate the kind gesture someone did

for you in a personal way.

Speaking of making notes personal, keep in mind that the template is a wonderful tool, but a truly good thank you note comes from the heart. Use the template to get started, but don't be afraid to personalize and individualize. Although there's less leeway for this in a professional thank you note, there's lots of room to be creative in a personal note. Personalization could include anything such as:

- The type of paper/notecard/stationery you write your note on
- Something you enclose with the note, like a photo of you using or wearing the gift
- Embellishments you do to the letter or note (a little drawing or other personal touch)
- The type of wording/language you use, information you include, additional comments you make, etc.

Keep in mind that the point of a thank you note is to make the giver feel appreciated and special, just like how they made you feel appreciated and special by doing whatever it was that prompted you to write the note. The more personal a note is, the more it will likely meet that purpose.

Finally, one more practical tip: For any occasion where you're likely to receive more than one or two gifts (e.g., graduation, birthday, etc.), keep a list. Don't count on your ability to remember who gave you which gift later on, and don't rely on your parents to remember for you. You might jot down a list on a sheet of paper, or you might just make a note on the back of the card that came with the gift so you can match them back up later.



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Thank-You Note Scenarios

Write a thank you note in response to one of the scenarios listed below. Be sure to follow the template provided during the lesson as a base, but you may also personalize your note as you see fit.

Feel free to make up any details that are not included in the scenario description.

Scenario 1: You just interviewed for a very competitive summer internship at a bank in your hometown. Write a thank-you note expressing your gratitude to the bank president who interviewed you for the position.

Scenario 2: You have been working with a professional tutor at a local learning center for the past two years. As a result of this intensive tutoring, you made a C in a course that you weren't sure you'd be able to pass before starting tutoring. You just graduated from high school, and this tutor attended your graduation party. Write a note to thank the tutor for everything he has done for you.

Scenario 3: You are applying to several universities. One of your teachers wrote you a letter of recommendation for admission and completed a recommendation form for each school you applied to. Write this teacher a thank-you note expressing your appreciation for serving as a reference.

Scenario # _____

Write your thank-you note here:

What format would you use for this thank-you note? (e.g., email, notecard, stationery, handwritten, typed, etc.)

What is your timeline for sending this note?



Communication

Transitioning Between Informal and Formal Communication Styles

A. Forms of Communication and their Components

Verbal – _____	Verbal – _____	Nonverbal
<ul style="list-style-type: none"> • Language • Vocabulary • _____ • Structure • Tone • Grammar, spelling, punctuation, capitalization, etc. 	<ul style="list-style-type: none"> • Language • _____ • Content • Structure • Tone • Sentence structure • Fluency 	<ul style="list-style-type: none"> • Body language • Gestures • Eye contact • Facial Expression • _____ (tone, volume, pitch, etc.) • Personal space • Appearance

B. Communication Styles

- _____ and formal
 - Can apply to any mode of communication - _____, oral, nonverbal/body language
 - Both styles are necessary
 - Appropriate style depends on _____
-

C. Communication Styles

Informal Communication...	Formal Communication...
<ul style="list-style-type: none"> • Is _____ rigidly structured • Has a more relaxed tone • Uses more _____ language • Places less emphasis on correct grammar and _____ • Is used mainly with _____ and other people you know well • Is more likely to be needed in _____ situations 	<ul style="list-style-type: none"> • Is _____ rigidly structured • Has a more formal tone • Uses more _____ language • Places higher importance on correct grammar and spelling • Is used mainly with non-peers and people you _____ • Is more likely to be needed in business, career, or _____ situations

D. Examples of Appropriate Situations for Using Each Communication Style

Informal	Mode of Communication	Formal
Text message to a friend Birthday card for a relative Grocery list Tweet or Facebook status	Verbal – Written	Email to a professor Resume & cover letter English paper Online discussion board post
Skyping with a sibling Family dinner Socializing at a club meeting Getting to know your roommate	Verbal – Oral/Spoken	Tutoring Job interview In-class presentation Scheduling a doctor’s appointment
Riding the bus Dinner out with a friend Watching a movie at home Hugging your mother to say hello	Nonverbal	Sitting in class Interacting with customers at work Turning in a job application Shaking hands to greet your boss

E. Why does communication matter?

- Expectations related to communication change as you enter college and become an adult
- When you use effective and appropriate communication, other people are more likely to...
 - Have a _____ of you
 - Take you seriously; relate to you as _____
 - Offer you assistance and give you _____ when needed

F. Making the Transition

- _____ communication is appropriate...
 - In most situations high school students encounter
 - In many situations college students encounter

- However, college students encounter more situations where formal communication is _____
- In college, you will need to transition back and forth between formal and informal communication styles much more frequently

G. Types of College Communication: In college you will likely need to...

- _____
- Leave voicemails
- Meet with a variety of educational professionals (e.g., advisor, professor, financial aid counselor, disability support staff, residence hall leader, etc.)
- _____ (in & out of class)
- Write papers & assignments
- Give presentations
- Attend tutoring, study groups, or review sessions
- Participate in _____
- Work on group projects
- Apply and interview for a job or internship
- Interact with _____ for independent living tasks (e.g., schedule doctor's appointment, get car's oil changed, etc.)

H. Communication Tips for the College Setting

- Use good _____
 - Stand up (or sit up) straighter than usual
 - Look people in the eye when _____
 - Don't fidget with objects in a distracting way
- Use professional _____
 - "Yes" instead of "uh-huh"; "hello" instead of "hey"
 - Remember your _____: please, thank you, yes ma'am/sir
 - Don't use profanity in **any** education or employment situation
- Use _____ skills
 - Pay attention and actively try to _____ what's being said
 - _____ what's being said by nodding, saying "yes", etc.
 - Respond in ways that keep the conversation going

Dressing for Success

A. Appearances as _____

- People are defined by what's inside, not by their outward appearances
- However, outward appearances play an important role in communicating with others
 - Create _____
 - Quickly send specific signals to many people at once
- Appearances can be deceiving
 - Strive to communicate clearly with _____
 - Be willing to see past others' appearances when they don't _____

B. Communicating through Outward Appearance in College

- College students use their _____ to communicate with peers, professors, employers, and many other people
- Just like in other forms of communication, college students need to be able to present themselves in different ways appropriate for a variety of situations
- Most colleges _____
- Most college students dress primarily for comfort and personal style preferences

C. To dress for success in college...

- You do **not** need to...
 - Conform to _____
 - Suppress your self-expression
 - Wear expensive clothing or accessories
 - “ _____ ” all the time
 - Look picture-perfect every time you leave your dorm room
- But you **do** need to...
 - Be _____ and appropriately groomed
 - Cover up enough to avoid indecency charges
 - Dress appropriately for certain situations that require _____
 - Pay attention to the _____ your appearance communicates to ensure they are what you want to convey

Classroom Behavior Expectations

A. Classroom Behavior as Communication

- A student's behavior in the _____ information about the student to other people
- Universities set behavioral standards for the classroom to communicate their _____
- As with other forms of communication, ensuring everyone is on the same page is important to a smooth transition

B. Setting High Standards

- Colleges and universities set _____
 - Assumption is that students are there to learn
 - Students are _____ for this experience
 - Attending is a _____, not a right
- Basic guidelines reflect the university culture
- Variation may exist within the university
 - Individual instructors
 - More _____ in upper-level courses
 - Variations between majors/department

C. General College Classroom Expectations

- Take initiative to learn and adhere to written guidelines as well as _____ "rules" of university culture
- Demonstrate maturity in actions and words
- Demonstrate respect for professors and other _____
- Demonstrate respect for peers
- Contribute to the academic _____ in a positive way by listening and participating
- Do not demonstrate any behaviors that may disrupt the academic environment

D. Disruptive Behavior

- Classroom disruptions are taken seriously
 - Colleges enforce _____ on disruptive behavior
 - Policies exist to _____ who are investing time and money in their education
- Definitions of disruptive behavior / classroom disruption

- "...any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities..." (East Carolina University)
- "...behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class..." (Butler University)
- "...behaviors that hamper the ability of instructors to teach and students to learn..." (UNC-Wilmington)
- "...acting in a manner so severe, pervasive, and objectively offensive that it materially or substantially interferes with normal classroom procedures..." (Fayetteville State University)

E. Specific Examples of Disruptive Behaviors

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Repeatedly arriving
_____ ● Repeatedly entering and exiting the room during class ● Cell phone or electronic device going off ● _____ ● Texting ● Unauthorized use of any technology or electronics | <ul style="list-style-type: none"> ● Making loud or _____ noises ● Exaggerated or distracting movements of oneself or one's belongings ● Disrespectful, insulting, profane, or otherwise inappropriate language ● Disrespecting or ridiculing other's viewpoints ● _____ |
|--|---|

F. Specific Example of disruptive Behaviors

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Loud or prolonged side conversations ● Speaking _____ recognized ● _____ ● Monopolizing class discussions ● Unnecessary or repetitive questions/comments intended to delay instruction ● Sleeping | <ul style="list-style-type: none"> ● _____ ● Reading material unrelated to the course during class (e.g., newspaper, websites) ● Ignoring _____ ● Persistent and unreasonable demands for time and attention ● Intoxication |
|--|--|

G. Threatening or Dangerous Behavior

- Behavior _____, violent, harassing, intimidating, or otherwise dangerous supersedes these policies
- Students believed to be dangerous can be _____ from class by law enforcement officers

H. Consequences for Disruptive Behavior

- Consequences vary _____ and the severity/frequency of the disruption
- Colleges have specific procedures instructors must follow to _____
- Consequences may include:
 - Being asked to cease the behavior in class
 - Meeting with the instructor and/or _____
 - Being asked to leave class and being counted absent
 - Reduction in course grade
 - _____ warning; written warning
 - Formal charge of violation of code of conduct; referral to disciplinary board
 - Permanent removal from class with a grade of “Withdrawn” or “Dropped”
 - Probation; _____; expulsion

I. Tips on Avoiding Disruptive Behavior

- Pay attention to your school’s policies and culture, as well as individual instructors’ preferences
- Practice _____ and develop good habits
- Meet with the instructor to _____ you have; if that doesn’t bring resolution, meet with the department chair
- Avoid any behaviors not directly related to _____

Sending Emails in College

A. Why Are Email Skills Important?

- Primary method of communication _____ and university faculty/staff
- Conveys two types of information
 - _____ did you say? Content
 - _____ did you say it? Style, tone, vocabulary, manners, spelling/grammar, clarity, etc.
- Creates an impression of the sender
 - Communication skills, abilities as a student
 - Professionalism, maturity, investment in education

B. General Guidelines

Do...	Do Not...
	Leave the subject line blank Make the subject too general or too long Uses keywords that may trigger a junk-mail or spam filter
	Select a fancy, decorative font
Begin with a polite & respectful salutation Dear Professor Jones, Hello Dr. Powers, Address the recipient by the title & last name Dr. Walters Mrs. Elkin Professor Tyler Look up the recipient's title if needed	
	Write emails in the same format as text messages or social networking posts Write in fragments, phrases, or lists Use slang or informal language
Use standard, commonly-accepted abbreviations where appropriate e.g. a.k.a. UNC PSYC 101-003 MWF/TR	
Capitalize words properly I'm Joe Smith from Greenville, NC Use correct punctuation Thank you! I look forward to hearing from you.	

	<p>Expect the recipient to recognize you by name alone</p> <p>Make the recipient guess what you want or need</p> <p>Ramble or include unnecessary details</p>
	<p>Use an overly-familiar or personal tone</p> <p>Use disrespectful, emotional-laden, or overdramatic language</p> <p style="padding-left: 40px;">This sucks freaking out really frustrated</p> <p style="padding-left: 40px;">Panicking fault/blame</p> <p>Include anything in your email that you would be embarrassed to have shared with others or that you may regret after clicking send</p>
<p>Spell-check and grammar-check</p> <p>Proofread before sending</p> <p>Have someone else proofread particularly important emails</p>	
<p>Sign emails with both your first and last name</p> <p>Use an email “signature” that automatically inserts your full name and contact information at the bottom of every email you send</p>	
	<p>Expect an instantaneous reply</p> <p>“Email-bomb” by sending multiple emails over a short period of time to elicit a faster response</p>

C. Additional Email Etiquette Tips

- Check your email _____ and reply promptly
- Pay attention to “Reply” _____ “Reply All”
- Once an email dialogue is underway, some aspects may become less formal

- Use the “Reply” feature instead of _____ so you don’t have to repeat all the background information each time
- Depending on your relationship with the recipient, more informal salutation, less context, or slightly more _____ may be appropriate
- However, some aspects – especially tone, spelling/grammar, respectful language, etc. – should remain formal

D. Email Template

Salutation	Dear Dr./Mr./Mrs./Ms./Professor [last name]
Greeting	Hello./Good morning./Good afternoon.
Introduction	This is (name) from your (day/time of class, subject/course #) class.
Message	(Describe what you need. Be thorough, but straight to the point.)
Closing/Thanks	Thank you for your help.
Sign off	Sincerely, [your full name]

E. Sample Email based on This Template

Dear Dr. Stevenson,

Good Morning. This is William Banks from your PHYS 1200-007 class that meets MWF at 9:00 am. I’m emailing you to request additional help with this course.

I’m having difficulty understanding the theory of relativity that we discussed in class. So far, I have read over my notes, reread the textbook, and asked a friend in the class for help. Would you be willing to meet with me to help me understand it better? I’m available during our office hours on Wednesday at 11 if that would work for you. If not, is there a more convenient time when I could visit your office?

Thank you very much for your help.

Sincerely,

William Banks

F. Another Email Template

To: Double-check that the email address is correct

Cc: you can copy yourself on an email for your own records

Subject: Use a subject heading, but avoid emotionally-charged words

Dear _____, (Use an appropriate salutation based on who the recipient is)

Sentence #1 should contain a greeting.

(e.g., I hope you are doing well; I hope you having a nice week so far; etc.)

Sentence #2 should identify who you are.

(e.g., I am in your ENGL 1100 class on Tuesday/Thursday at 12:30; I am one of your new advises; etc.)

Sentence #3 should state the purpose for your email.

(e.g., I am writing to make sure I understand how to best study for our next test; etc.)

The next several sentences should explain your question, concern, or comments clearly.

You may want to end with a last sentence that wishes the person well.

(e.g., have a great day!/ I hope you weekend is a restful one; etc.)

Sincerely, (or another appropriate ending)

_____ (include your name; don't assume the email system will alert the recipient to your full name.)

Constructive Criticism

“Criticism may not be agreeable, but it is necessary. It fulfills the same function as pain in the human body. It calls attention to an unhealthy state of things.”

- Winston Churchill

A. What is Constructive Criticism?

- Feedback _____ else’s work
 - Valid and well-reasoned _____
 - Includes both positive and negative comments
 - Friendly _____ rather than an oppositional one
- Valuable tool in raising and maintaining performance standards

Constructive Criticism	Destructive Criticism
Intends to educate	
Related to the work	
	Tears down an idea
Makes the outcome better	
	Includes rapid fire and random responses
	Tries to take over

B. Constructive Criticism in College

- Communication _____ may differ in college.
- High school teachers
 - Goal of increasing _____-esteem **and** correct _____.
 - May be _____ when giving feedback or assessing work.
- College professors
 - Goal is to _____ and increase proficiency
 - More direct or _____ in feedback
 - May not mention what was done _____.

C. Understanding the Intent of Criticism

- Constructive criticism may be interpreted as a _____ if you don't understand its purpose
- However, professors are **not** launching a personal attack by giving you direct feedback
 - No _____ against students
 - Their job is to make you a stronger _____, a better writer, and a more knowledgeable person
 - They have the benefit of experience and perspective to offer you quality feedback and advice
 - You will not improve without hearing where you _____ and how to correct it

D. Prepare Yourself for this Change

- Start preparing now for the shift in _____ you will encounter in college in order to...
 - Alleviate _____ shock
 - Receive feedback in the _____ in which it's intended
 - Learn from criticism
- Use the following tips to help you process constructive criticism and become more "thick-skinned"

E. Tips for Processing Constructive Criticism

1. Stop

- Do not react or _____ immediately
- Take a deep breath or _____, if necessary

2. Separate the **Content** of the Message from the Manner in which it is Delivered

- Feedback in college will usually be _____ and appropriate
- Some criticism may be _____ such as frustration, anger, or sarcasm
- Keep your _____ and stay rational
 - Don't match the other person's emotions
 - Reacting negatively or emotionally generally makes the situation worse
- Address the underlying issue, not the way it's being raised

3. Reflect Upon and Learn From the Feedback

- What is the content of the _____ that was conveyed?
- Move past defensiveness to genuinely analyze the feedback
- Was the criticism _____? To what extent?
 - If so, how can you improve?

- If not, what else can you learn from the situation?
4. Acknowledge Your Feelings, But Don't Take it Personally
- Some criticism may have a _____ on you
 - It may sometimes **be** personal, and it often **feels** personal
 - It's ok to feel hurt, _____, sad, disappointed, _____, surprised, or whatever else
 - However, don't let it...
 - Bring you to _____
 - Define you
 - Lower your self-esteem
 - Remember: _____
5. Learn Something and Move On
- Take the lesson away from the experience, but leave the _____ in the past
 - Use it as a _____ to get better
 - Use what you've learned so you don't repeat the _____

Writing Thank You Notes

A. Why Write Thank You Notes?

- To acknowledge a kind gesture
- To _____ appreciation
- To make a positive impression
- Write thank you notes for:
 - Gifts _____
 - Kindnesses shown
 - _____ written
 - Following up after a job or internship interview
 - Other personal reasons

B. Thank You note Template

- Start with a _____ Template/Outline
- Fill in the appropriate specific _____
- _____ and individualize it to suit your own communication style and your relationship with the recipient

C. 7-step Thank You Note Template

1. Salutation

- Examples
 - Dear Aunt Beth,
 - Dear Professor Carver,
 - Dr. Smith:

2. Directly Say “thank you.”

- Step
 - For a gift: specifically mention the gift and the occasion for which it was received. Use a positive adjective to describe the gift
 - For an action/event: Specifically mention the action or event and the occasion it was associated with.
- Examples
 - Thank you for the lovely watch you gave me for my birthday.
 - Thank you so much for the generous check you sent me for my graduation.
 - Thank you very much for writing letters of reference to accompany my scholarship applications.
 - Thank you for the opportunity to interview for the summer internship position on Monday.

3. Express your appreciation in more detail

- Step
 - For a gift: tell the giver why you liked the gift in more detail. If you have a hard time thinking of a specific compliment, say something generic, like “I love it!”
 - For an action/event: mention a specific positive effect of the action or a positive detail associated with the event.
- Example
 - The gift card will come in handy for buying coffee on the way to my morning classes.
 - I can’t wait to put the new blanket on the bed in my dorm room.
 - I definitely think it strengthened my application for the committee to hear from someone who has taught me in a laboratory course.
 - I enjoyed learning about the program and the opportunities it would provide.

4. Comment on how nice it was for the giver to do this for you

- Example
 - It was so thoughtful of you to remember me.
 - What a generous and kind gift!
 - It’s kindnesses like yours that have made getting through this difficult time easier.
 - I know you’re extremely busy at this time of year, and it meant so much to me that you took the time to be there.

5. Closing niceties, such as a greeting or well-wishes

- Example
 - I hope you and Uncle Lloyd are doing well and enjoying your summer.
 - Please tell Marcus I send my love, and give Spot a pat on the head from me! Let’s plan together the next time I visit Fargo.
 - I’ll miss seeing you at Sunday dinners once I leave for ECU, but I know we’ll keep in touch on Facebook.
 - I hope the upcoming merger goes smoothly for your department. I look forward to keeping up with it in the company’s newsletter.
 - Best of luck with your presentation at the conference next week!

6. Wrap it up by thanking the giver one more time

- Example
 - Thanks again!
 - Thank you again for this opportunity! I look forward to hearing from you.

7. Sign off

- Step
 - Select an appropriate sign-off based on your relationship with the giver.

- Example
 - Love, Wilbur
 - Sincerely, Morris Winchester
 - Best Wishes, Kerry
 - Regards, Melvin Allen

D. Sample Professional Thank You Note

Dear Professor Smith:

Thank you for writing letters of reference to accompany my scholarship applications. I definitely think it strengthened my application for the committee members to hear from someone who has taught me in a laboratory course. I really appreciate your taking the time to recommend me, especially at such a busy time of the year. I hope the rest of your semester goes well, and I'll keep you posted about whether I receive any of the scholarships. Thanks again!

Sincerely,
Jimmy Huffington

E. Sample Personal Thank You Note

Dear Aunt Bethany,

Thank you so much for the awesome care package you sent to me at school! My roommate and I are having a great time playing with the stress-ball toys, and I think I made some new friends on my hall by sharing a few of your amazing homemade cookies. (The rest are safely stashed under my bed to make sure they last as long as possible!) You must have known that I was having a stressful time, because it was exactly the kind of fun pick-me-up that I needed to turn my whole week around for the better. Thank you so much for both the treats and the sweet note, and I can't wait to give you a big hug when I see you over winter break!

Love,
Alice

F. Additional Thank You Note Tips

- Be _____
- Better late than never
- _____ your notes
- Make them personal
- Keep a _____