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Co-Curricular Report 1: Roundtable Discussion

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Abstract

This assignment is designed for First Year Seminar -- Liberal Arts: Humanities and Social Science majors.

The main course objectives addressed are that students:

- Demonstrate engagement in the life of the college and their use of key academic support services, advisement, and co-curricular organizations and activities critical to meeting those goals.
- Show growing mastery of the writing, reading, and speaking skills, as well as the study and management strategies essential for college success.

The primary purposes of this written and oral report are to encourage students to discover and use the campus resources and co-curricular opportunities critical for their success at LaGuardia and to further their skill in public speaking and writing. But it also goes a long way in helping students who have trouble participating in class to speak up and to practice public speaking in preparation for the PowerPoint presentation they will give at the end of the semester. In addition, the roundtable discussion offers guided practice in active listening and note-taking, underscores the habit of interdependent thinking and learning, and fosters classroom community by giving students a chance to hear about and respond to one another's interests and concerns.

Scaffolding: Students are introduced to college resources in the lecture and in an ePortfolio exercise and scavenger hunt that asks them to visit the Health Center, Writing Center, and other offices where they can get help. They then attend our college club fair, Spring Fest, together as a class, and in the lecture practice using journalism's 5 W's to gather information and write a report. For the roundtable discussion, the whole class is seated in a circle and before giving their individual reports, students share tips on effective public speaking and active listening. They also are directed to fill out the attached active listening worksheet and ask at least one question, and are encouraged to be supportive of classmates. Listening, writing, and speaking are included in the evaluation of the report. (See the rubric, attached.) The idea of interdependent learning is also highlighted in a class discussion of the required text, *The Absolutely True Diary of a Part-Time Indian*, as we consider what promotes the protagonist's success and the role that assistance plays in every hero's quest. Finally, students discuss the campus resources and co-curricular activities that helped them in a final reflection essay at term's end.

This assignment is worth 10% of the final grade. It takes approximately 2 weeks to complete. Each student presentation lasts 3-5 minutes.

Co-Curricular Report 1: Roundtable Discussion

100 points Due Monday, April 9

Purpose: The benefits of participating in activities beyond the classroom have been well researched and documented. In addition to enriching academic life, they offer students the opportunity to discover or explore new interests, develop a network of people with interests and talents similar to their own, discover professional possibilities, and build skill in a habit considered vital to success: working with others. Studies also show that students who participate in co-curricular activities have lower dropout rates and earn higher grades (Klesse and D'Onofrio, 2000)! This activity invites you to test this theory and engage.

Task:

- 1. Review the list of campus resources in College Connections in ePortfolio and on the “Current Students” page of the LaGCC website** – each of which was created to support your academic growth, professional development, and financial, social, emotional, or physical well-being. Going to Spring Fest, our college club fair, can help too.
- 2. Select one club, program, or office that you find there that you think would be helpful to you and others in our class and get more information about it.** Read about what it offers online: think of at least one question you have about that resource: and go talk with someone in the office about it. Or better yet, go to a club meeting, use the Fitness Center or Wellness Center, or go to one of the many lectures or special workshops offered by our Financial Aid office, the Center for Career Professional Development, academic programs, or other offices.
- 3. Get at least one flyer or other artifact** from that club or program to show to your fellow students, and if possible, the name of someone in that office whom you found helpful. (The visual is worth 5 points.)
- 4. Write a brief report** about what you discovered. Use the reporter's 5 W's (Who, What, Where, When, and Why) as guides for what to cover in your report. Also think of your audience (classmates) and purpose (what they will want to know about the resource you visited).
- 5. Bring your report and artifact to class and share them with your fellow students** in a class roundtable discussion on Monday, April 9. You also should email your report or bring a digital copy so you can upload it in your ePortfolio.

Your co-curricular report (a written report + presentation + visual aid) will be evaluated on:

- Fulfilling the required components. To get maximum credit, make sure you respond to all parts of the assignment thoughtfully and thoroughly and provide examples to show what you have in mind.
- Roundtable sharing with the class — You demonstrate a clear understanding of the purpose of the resource or event and present your experience there and information about it in an organized way. You use your voice, body language and visuals in an engaging manner and try to make eye contact with classmates. In other words, do not read your report; describe your experience with enthusiasm so other students will be interested in it.

Work Cited

Klesse, E., and J. D'Onofrio. "The Value of Cocurricular Activities." October 2000. *Principal Leadership*. October 2000, 5-9. Web. March 13, 2018.

LIF 101: Grading Rubric for Co-Curricular Assignment (100 points)

	Outstanding	Very Good	Fair	Unsatisfactory
Focus/Thesis 25%	Vividly describes your visit to the event, office, or program and full explains why it is helpful.	Describes the time, place and purpose of the event or office visit clearly but more detail is needed to make the description vivid.	Describes the time, place and purpose of the event or office event in a general way.	Fails to describe the time, place or purpose of the event.
Organization/ Development 25 %	Supporting ideas are logically presented and thoroughly developed. Examples are illuminating.	Most ideas are developed in a logical order and supported with specific, relevant examples.	Ideas not developed fully or consistently. The pattern of organization is not always clear.	Ideas are stated but not developed with examples. Pattern or organization is not clear.
Visual Presentation 5 %	Artifact(s) or visual aid(s) clarify and enrich understanding of your main points.	Artifact(s) or visual aid(s) help clarify understanding of main points.	Artifact(s) or visual aid(s) are engaging but not always relevant or do not support main points.	Artifact(s) or visual aid(s) is missing, irrelevant, or unclear.
Oral Presentation 30 %	Vivid sense of audience and purpose. Engaging use of voice and body language.	Clear sense of audience and purpose. Appropriate and usually effective use of voice and body language.	General sense of audience and purpose. Appropriate use of voice and body language.	Little sense of audience and purpose. Voice, body language don't support point or convey importance of subject.
Grammar/ Diction in Written Report 5 %	Few or no errors exist; those present have no effect on meaning.	Errors obvious but not distracting.	Errors begin to interfere with meaning.	Numerous errors make understanding presentation difficult.
Active Listening 10 %	Always gives presenters full attention; asks illuminating questions.	Almost always gives presenters full attention; asks informed questions.	Usually gives presenters full attention; asks relevant questions.	Does not give presenters full attention; uses cell phone. Asks irrelevant or no questions. Leaves room.

