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UNIVERSITY

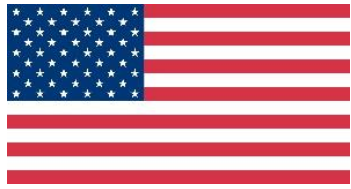
English Language Program

Pre-Academic Program Handbook

July 20-August 10, 2024

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English Language Program

July 22, 2024

Welcome!

Congratulations on starting a new chapter of your academic and professional journey.

The U.S. Department of State and the Institute for International Education (IIE), along with Kansas State University welcome you to the United States for this orientation program and your subsequent graduate studies.

During your time in this three-week program, you will have the opportunity to polish your English skills, learn about U.S. academic life, and experience American culture first-hand in a friendly and welcoming environment. We feel honored that the English language Program and Kansas State University have been selected to host you.

As part of the program, you will attend a series of workshops and lectures about various aspects of American universities and American life. All the workshops will be provided by representatives of various university and public organizations and offices. This handbook contains slides of the presentations, handouts, and worksheets provided by the workshop presenters in addition to program and class schedules and a list of optional events. The presentation documents are printed in the order of presentations shown in the program schedule.

Best of luck,

The Staff of the English Language Program and

The Office of International Programs at Kansas State University

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English for Graduate Studies Program at Kansas State University - July 22 – August 9, 2024

Daily Class Schedule

Time	Group A	Group B
9:00 -10:15 a.m.	Advanced Integrated Skills: Writing/Grammar Skills Business Building, Room 4001 <i>Jolene McConnell</i>	Advanced Integrated Skills: Writing/Grammar Skills Business Building, Room 4046 <i>Smoky Kelly</i>
10:15-10:30 a.m.	Coffee Break, Business Building, Room 4001	Coffee Break, Business Building, Room 4001
10:30-11:45 a.m.	Advanced Integrated Skills: Presentation Skills Business Building, Room 4001 <i>Christine Lewis</i>	Advanced Integrated Skills: Presentation Skills Business Building, Room 4046 <i>Greta Climenhaga</i>
11:45 a.m. – 1:00 p.m.	Lunch, University Dining Center	
1:15 – 2:15 p.m.	Skills for Academic Success, Fairchild 203A, <i>Tim Peverill</i>	
2:30 – 3:20 p.m.	Workshops and Presentations, Fairchild 203A	
3:30 – 4:20 p.m.	Workshops and Presentations, Fairchild 203A	
Evening	Free time and Various activities, required and optional	

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KANSAS STATE UNIVERSITY | English Language Program

Group A - Sunflowers	
Last Name	First Name
Adeboye	Onome
Akcabag	Esra
Ardianti	Triubaida
Assi	Nadine Shawkat
Avila Trujillo	Johanna
Badr	Sohaila Salah Abdelmoneim Sedik
Farrag	Ahmed Nabil Ahmed Mohamed
Garcia Alonso	Lautaro
Garcia Lopez	Kimberly
Hapsari	Murti
Jefta	Tershlin
Kamukten	Sri Wulan Nawang Sari Seh Alam
Maharrani	Dwi
Nalubega	Jaliyah
Ouattara Epse Kouame	Belarsi
Palacios Farfan	Carolina
Rifai	Ainrisq
Sena Salcedo	Cristian
Shyndaulyet	Vyenyera
Siliezar Madrid	Kevin

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Group B - Bluestem	
Last Name	First Name
Bzovii	Adriana
Dadvani	Iakob
Elganainy	Hossam Yasser Rezk Saleh
Fraz	Najam us Saqib
Gutierrez Carreras	Enrique
Hajji	Amine
Hassan	Asmaa Hassan Ahmed
Indracahyani	Agustin
Jakuja	Nomahlubi
Kalbaev	Chyntemir
Liyanage	Ravindu
Makagni	Tchalare Kondi
Meinaldy	Faisal
Myint Than	Shun Lai
Peters	Joshua
Petrosyan	Davit
Quesada Leiton	Hazel
Rukoijo	Amani
Salazar	Luis
Saputro	Tri
Sarr	Mawade
Sheraz	Usama
Siv	Thyda
Tommy	Memuna

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Fulbright English for Graduate Studies Pre-Academic Program – 2024 Schedule



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KANSAS STATE UNIVERSITY

English Language Program

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 21	July 22	July 23	July 24	July 25	July 26	July 27
9:00-11:45 Class Rooms 4001 and 4046 in Business Building		Welcome & Orientation (Fairchild 203A)	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	(Optional) shopping shuttles to Walmart, Ross, Old Navy, Five Below, Goodwill, Academy Sports 9:30-noon
1:15-2:15 Skills for Academic Success Class Fairchild 203A	Afternoon Walmart Shuttles	Check- in for IIE 1:15-3:00 p.m. (Get K-State ID)	Course Policy, U.S. Institutions of Higher Education	Communication & Story	PowerPoint Presentation Information	Legal Issues of International Students Sara Barr, K-State Student Lawyer	
2:30-3:20 Workshop Fairchild 203A			Hale Library Tour 2:30-3:30 Hale Library	Presentation Zen Tim Peverill	Workshopping PowerPoints	Lecture/group discussion on Personal Action Plan and Goals, Starting on an action plan	Riley County Fair and Kaw Valley Rodeo 6:30-10:00 p.m.
Evening	Welcome Pizza Dinner with Friendship Families, Frith Community Center 6:00 – 8:00	Tour of Campus 3:30-4:30 p.m.	Using Library Databases, Carol Sevin 3:30-4:30	Academic Integrity and Honor Code Dr. Camilla Roberts 3:30-4:30	How to successfully navigate Graduate School, Dean Dr. Claudia Petrescu 3:30-4:30	Housing Help presentation Free time, or work on housing 3:30-4:30	
		Meeting with dietician (all who have food allergies or food restrictions)	7:00-8:15pm Tour of Recreation Center	Free Time	(Optional) Twilight Swim, cost \$3.00, pay individually	Free Time	

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Fulbright English for Graduate Studies Pre-Academic Program – 2024 Schedule

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 28	July 29	July 30	July 31	August 1	August 2	August 3
9:00-11:45 Class Rooms 4001 and 4046 in Business Building	<i>(Optional)</i> Church visits Rockhills Church	9:00 – 12:00 Fulbright Presentation by IIE	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	
1:15-2:15 Class Fairchild 203A	10:30-11:45 St. Isidore's 9:30-10:45	Collect Personal Action Plan, Vocabulary Strategies, Finding and Using Field-specific Vocabulary	Culture Teacher and Student Expectations, F2F/online classes Methods of Instruction, Seminar method	Healthy GPA Email Comm., Introductory email to adviser or graduate program director	Basics of personal budgeting, Powercat Financial Brenton Wildon	<i>(Optional)</i> Prayers at Mosque 12:30 p.m. Using AI Appropriately and Effectively	Field Trip to Topeka 8:45 am – Boarding the bus Brown vs. Board of Education Historical Site, 10:00-11:30 p.m.
2:30-3:20 Workshop Fairchild 203A	2- 4 pm Visiting the local Sunset Zoo <i>(Optional)</i>	Safety Tips & Cultural Expectations in America Cpt. Erin Freidline (Riley County PD)	Reality of Relationship Violence on College Campuses Stephanie Foran K-State CARE Office	Required Pronunciation Workshop Cary Chappell	Mental Health and Stress Management Dr. Marcos Mendez	Brown v Board and Race talk	11:45-1:45 Sack lunch in the Capitol lunchroom and visit gift shop
3:30- 4:20 Fairchild 203A		Office hours for IIE / Free time in Fairchild 203A	Banking, Cell phone plans, establishing credit, SS card Viktoria, Lamy	<i>(Optional)</i> Graduate Teaching Assistant Responsibilities Mary Wood	U.S. Healthcare Dr. Campbell	K-State Call Hall Dairy Bar – Ice cream treat <i>(Optional)</i>	Capitol Tour, 2:00 a.m.-3:15 p.m. 3:30 p.m. Board bus back to Manhattan
Evening	Dinner with Friendship Families	7:00-8:00 pm Fulbright Grad. Student Panel	Free Time <i>(Do on your own)</i> Recreation Center, Friendship Family, Twilight Swim		<i>(Optional)</i> Yoga Class 7:00-8:00 p.m. Rec Center	Free Time	Free Time

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July – August 2024

Fulbright English for Graduate Studies Pre-Academic Program – 2024 Schedule

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	August 4	August 5	August 6	August 7	August 8	August 9	Aug 10
9:00-11:45 Class Leadership Studies 113 & 127	Trip to Maxwell Wildlife Refuge (bison and elks) 8:45 am – 2:30 pm	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Oral Presentations College of Business Building - Room 1078	8:30am – 10:00am Move to <i>Holiday Inn</i> <i>at the Campus</i>	Departures
1:15-2:15 Class Fairchild 203A		SFAS: Success and Growth Mindset	SFAS: Concept of time in different cultures and Time Management	SFAS: Practice and Prepare Presentations – with constructive input	Oral Presentations College of Business Building - Room 1078		
2:30-3:30 Workshop Fairchild 203A		Research Compliance Overview – IRB Heath Ritter	Flint Hills Discovery Center 2:30-4:30	SFAS: Practice and Prepare Presentations	Oral Presentations College of Business Building - Room 1078	2:30 – 4:30pm Closing Ceremony Regnier Hall Forum and Atrium	
		(Optional) Spouses and Children – Q&A Dr. Leena Chakrabarti 3:30-4:00 pm					
Evening	<i>(Optional)</i> Friendship Family Dinners or activities	Free Time	Free Time	Free Time to Prepare for Presentations	Packing		

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Advanced Integrated Skills for Graduate Students Course Policy

Summer 2024

Group A (Sunflowers)	Group B (Bluestem)
Instructor: Jolene McConnell E-mail: jmccconnell@ksu.edu Office: Fairchild 307-308	Instructor: Smoky Kelly E-mail: slkelly@ksu.edu Office: Fairchild 210
Instructor: Dr. Christine Lewis E-mail: christinelewis@ksu.edu Office: Fairchild 307-308	Instructor: Greta Climenhaga E-mail: gretac@ksu.edu Office: Fairchild 213
Class Location: Business Building 4001	Class Location: Business Building 4046
Class Time: 9:00 a.m. – 11:30 a.m.	
Office Hours: by appointment	Main Office Phone: 785-532-7324

This course will provide participants with the support needed to be successful in academic communication at the graduate level. They will improve their English grammar skills and learn punctuation rules and conventions. They will practice paraphrasing techniques, summarizing, and other writing skills. They will refine their composition skills and practice proofreading and editing their writing with the aim of becoming more independent writers. Participants will expand their academic vocabulary and improve their fluency in written and spoken English. They will enhance their note-taking strategies and polish their oral communication skills by participating in small group discussions, engaging in group work, and practicing academic presentations.

REQUIRED MATERIALS:

Book Title	ISBN	Publisher
<i>Academic Writing for Graduate Students, 3rd ed., Swales and Feak, 2012</i>	9780472034758	The University of Michigan Press
<i>Giving Academic Presentations, 2nd ed., Reinhart, 2013</i>	9780472035090	The University of Michigan Press

DICTIONARY POLICY:

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For your vocabulary development, you can use the following free online resources (optional):

- **Longman Dictionary of Contemporary English** (<https://www.ldoceonline.com/>)
- **Merriam-Webster Dictionary** (<https://www.merriam-webster.com/>)

<p style="text-align: center;">Student Learning Outcomes:</p> <p style="text-align: center;"><i>A student who successfully completes this course will be able to:</i></p>	<p style="text-align: center;">Assessment</p>
Use a variety of clauses and sentence structures	Homework
Improve fluency in spoken and written English	Homework, in-class exercises, discussions, speeches
Enhance presentation skills by giving individual and group presentations	Homework, speeches
Show coherence and unity through organization, development, and word choice	Homework, speeches
Use transition strategies and transitional devices to link ideas in oral and written language	Homework, speeches
Evaluate and revise own writing and oral presentations	Homework, in-class exercises, and speeches
Identify and edit mechanical and structural errors in writing	Homework
Enhance oral communication skills (use proper pauses, intonation, and stress in oral language)	In-class exercises, speeches
Summarize, paraphrase, and synthesize information orally and in writing	Homework, in-class exercises, and presentations

How to be successful in this class:

1. Participate actively during class sessions and complete all assigned work. Be sure you have all the required materials for the class.

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2. Do your class work completely and do it well. Do your own work. You learn only if you practice by doing the work yourself.
3. **Check your K-State Email account regularly.** Important information will be communicated through K-State Email.
4. You must follow and respect the University policy on Academic Honesty: **“On my honor as a student I have neither given nor received unauthorized aid on this academic work.”**
 - a. This means that you do not copy another student's work, and you do not allow another student to copy your work.
 - b. It also means that you do not copy from other sources on tests and homework assignments.
5. Use of AI in this class is not allowed. We would like to encourage critical thinking, problem-solving, and a deeper understanding of the language, which you cannot achieve if you rely on the help from artificial intelligence tools. We would like you to develop your own authentic voice to be able to communicate effectively in both writing and speaking.

Participation and Attendance:

1. You are expected to attend class meetings as scheduled. Each scheduled class meeting is worth 1 participation point.
2. You are responsible for all missed learning and assignments.
3. When you miss class for any reason, let us know before class or as soon as possible after class.
4. To participate means you come to class, answer questions, do group work, and join discussions.

How to Get Help:

- Email your instructors or join us for office hours to ask questions any time!
- If you have technical questions, you can call IT services at 785-532-7722 or email helpdesk@ksu.edu.

GRADE DISTRIBUTION:

This is a graded course. A letter grade of A, B, C, D, or F will appear on your transcripts (official academic records) from K-State and other official documents.

The final grade is determined as follows (check your progress with the online gradebook):

GRADING POLICY:

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<u>Grades</u>		<u>Grading Scale</u>
Attendance and Participation	20%	Passing Grades: 100 % to 89.5% = A < 89.5% to 79.5% = B < 79.5% to 69.5% = C Failing Grades: 69.5% to 59.5% = D Below 59.5% = F
In-class Assignments	25%	
Homework	25%	
Final Speech Presentation	30%	

STUDENT CONCERNS ABOUT GRADES:

If you have questions about a grade, talk to the instructors within 2 days of the grade being posted in the online gradebook. Participants are expected to talk first with an instructor about any class situation. You may speak with an ELP (English Language Program) advisor if you have more questions. Keep all of your graded work until the end of the semester. Check your progress in the K-State Online Canvas grade book regularly.

For the Final Speech Presentation (30% of the course grade), you will work in groups of 3 or 4 to present on an academic topic of your group's choice. Each of you will present an equal amount of the time during the presentation (total time: 15 minutes). The presentation will be given on the last day of this 3-week course.

REQUIRED COURSEWORK:

- **Graded Homework:** Some assignments will be submitted on paper and some online. Paper assignments are due at the beginning of class on the due date. Online assignments are due at 11:59 p.m. on the due date. Late assignments will be accepted up to 24 hours after they are due, but you will lose half (1/2) of the points. If you are sick, homework will be accepted up to 24 hours after you return to class.
- **Quizzes** - If you miss an in-person quiz, you will get a score of 0. There is no make-up.

Academic Honesty:

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty.

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The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities:

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Expectations for Classroom Conduct:

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces:

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the [K-State Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please

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contact the [Student Ombudsperson Office](#). Violations of the student code of conduct can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the [University's Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

Copyright:

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English Language Program

Fulbright Advanced Integrated Skills: Writing and Grammar July 23-August 8

Smoky Kelly and Jolene McConnell

This schedule is subject to change. Students will be notified in advance of any and all changes.

Date	Topic	Homework/Assessment
Day 1 July 23	Welcome and Overview (Both instructors/both groups) <ul style="list-style-type: none"> • Icebreakers & Intros • Course policies & Outlines 	Graded: Online Discussion Board 1 (8+2 points): Introduce yourself in a paragraph or two. Share your interests, hobbies, sports, etc. <ul style="list-style-type: none"> • Initial introduction post due Day 1 at 11:59 PM • Response due Wednesday at 11:59 PM
Day 2 July 24	AW (Unit 1 Selective pages) Basics of Academic Writing <ul style="list-style-type: none"> • The vocabulary shift – verbs, Specific verb list: https://www.k-state.edu/careercenter/documents/tell_your_story_docs/Resume%20Guide.pdf, p/13 • The vocabulary shift – nouns • Stylistic features – p/22-23 • Linking words and phrases 	Re-read parts of unit 1 as needed

Day 3 July 25	AW (Unit 1 and 2, Selective pages) (Extended Definitions see Unit 2) <ul style="list-style-type: none"> • Punctuation table • Teacher Created Supplements (Use LAWS 5) Simple, Compound, Complex Sentences (PowerPoint) • Identifying and fixing run-on and comma spliced sentences and fragments 	Graded: Assignment 1 - Extended Definition using Vocabulary Shifts and a variety of clauses. <ul style="list-style-type: none"> • Due Day 4 at 11:59 PM Re-read parts of unit AW 1 as needed
Day 4 July 26	AW (Unit 5 – Writing a Summary) <ul style="list-style-type: none"> • Some notes on Plagiarism p. 196 • Paraphrasing p. 203 • Careful Use of Synonyms p. 206 K-State Plagiarism Unit Unit on Paraphrasing (see Viktoria’s course)	Graded: Assignment 2 - Writing a Summary of a research article (teacher provides), avoiding plagiarism and using paraphrasing skills <ul style="list-style-type: none"> • Due Day 6 at 11:59 PM
Day 5 July 29	IIE Visit NO CLASS	IIE Visit NO Homework
Day 6 July 30	AW (Unit 5, Unit 7 – Writing a Summary and basics of writing a research paper) <ul style="list-style-type: none"> • p/280, 284-86 • Identifying the Source p. 211 Showing Similarities and Differences – p. 225	
Day 7 July 31	AW (Unit 3, Describing a Process: Tasks 4 and 5) <ul style="list-style-type: none"> • Cause/Effect Indicators (see page 115) Passive Voice (page 119)	Graded: Assignment 3 - Describe a Process, using passive voice and paraphrasing techniques <ul style="list-style-type: none"> • Due Day 8 at 11:59 PM
Day 8 August 1	AW Unit 3: Problem Solution pages 100 – 108 and 137 and 138	
Day 9 August 2	Problem Solution: https://www.iup.edu/writingcenter/files/resources_for_faculty/new---planning-a-problem-solution-essay.pdf	Graded: Assignment 4: Describe a problem in your field and one or more solutions <ul style="list-style-type: none"> • Due Day 10 at 11:59 PM
Day 10 August 5	AW (Unit 4 – Data Commentary) <ul style="list-style-type: none"> • Introduction to topic • Strength of Claim p. 139 	

	<p>AW (Unit 4 – Data Commentary)</p> <ul style="list-style-type: none"> • Discuss purpose of structure of a data commentary p. 144 • Indicative vs Informative location statements p. 149 • Linking As Clauses p. 152 	<p>Homework: Read Data commentary to p. 144 and questions on p. 143 and prepare to discuss in class.</p> <p>Graded Homework: Online Discussion Board 5 Homework: Re-read sections of Unit 4 as needed Complete Task 5 Re-read sections of WR as needed Homework: Find a data set in your discipline to discuss and evaluate Re-read selections from books as needed</p>
<p>Day 11 August 6</p>	<p>AW (Unit 4 – Data Commentary)</p> <ul style="list-style-type: none"> • AW (Unit 4 – Data Commentary) • Highlighting Statements p. 156 • Moderating a Claim • Organizing Data Commentary <p>AW (Unit 4 -Data Commentary)</p> <ul style="list-style-type: none"> • Prepositions of Time p. 183 	<p>Graded Homework: Online Homework: Re-read selections from books as needed Graded Homework: Online Discussion Board 6 – Response Homework – Re-read selections as needed - Write a Data Commentary initial draft</p>
<p>Day 12 August 7</p>	<p>Work on Presentations</p>	<p>Graded Homework: Submit final draft of data commentary for grading</p>
<p>Day 13 August 8</p>	<p>Final Presentations</p>	



Fulbright Advanced Integrated Skills: Academic Presentations

July 23-August 8

Greta Climenhaga and Christy Lewis

This schedule is subject to change. Students will be notified in advance of any and all changes.

Date	Speaking Topic	Presentation Skill	Pronunciation Point	Homework	Assessment
Tuesday, July 23	*Welcome to Class *Course Policies *Icebreakers with whole group			*Skim/Look over Unit 1 in <u>Giving Academic Presentations (GAP)</u>	
Wednesday, July 24	*Discuss: Introduction Speeches *Assign Groups for Final Presentation	*Pausing, pacing, and voice projection *Reduced Fillers	*Finished/ Unfinished Intonation	*Read: Unit 1 GAP *Prepare: Introduction Speech	Group Work
Thursday, July 25	Present: Introduction Speeches				Introduction Speech - Whole Group
Friday, July 26	Present: Introduction Speeches			*Read: GAP Unit 4 *Do: Self-Reflection	Introduction Speech - Whole Group
Monday, July 29	IIE Meeting NO CLASS				

Tuesday, July 30	Discuss: Define a Concept Speeches	*Eye Contact *Posture	*Intro to the schwa *Word stress *Dictionary	*Prepare: Concept Speech	Group Work
Wednesday, July 31	Present: Define a Concept Speech			*Read: Unit 2 *Do: Self-Reflection	Concentric Circles
Thursday, Aug. 1	Discuss: Compare – Contrast Speeches	*Gestures	*Sentence Stress *Comparison	*Prepare: Compare – Contrast Speech	Group Work
Friday, Aug. 2	Present: Compare – Contrast Short Speech			*Read: Unit 5 *Do: Self-Reflection	Concentric Circles
Monday, August 5	Discuss: Problem / Solution Speeches	*Referring to a Graph	*Question Intonation	*Prepare: Problem / Solution Speech	Group Work
Tuesday, Aug. 6	Present: Problem / Solution Speeches			*Do: Self-Reflection	Concentric Circles
Wednesday, Aug. 7	Final Presentation Work			*Do: Work on Final Presentations	Group Work
Thursday, Aug. 8	Final Presentation				Final Speech Presentation

Fulbright Skills for Academic Success Seminar

Course Policy: Summer 2024

Instructors: Tim Peverill & Dr. Leena Chakrabarti

Office Phone: 785-532-7324

Office: Fairchild 209 (Tim) & 205 (Leena)

E-Mail: timpev@ksu.edu and leena@ksu.edu

Office Hours: By appointment

Description: Skills for Academic Success meets every day for twelve sessions and is designed to support students as they prepare to begin graduate work at U.S. universities. The course serves as an introduction to the U.S. higher education system and to U.S. academic culture. Some class sessions feature guest lecturers. Topics covered in the course include: Structure of the U.S. Higher Education System, U.S. Academic Culture, Adjustment to U.S. Academic Culture, Legal Issues for International Students, Understanding Health Resources, Understanding GPA and Other Academic Status Issues, Academic Integrity and Plagiarism, and Appropriate Interpersonal Relationships in U.S. Academic Settings.

Course Goal: provide orientation and preparation for graduate level study in U.S. universities.

Seminar Objectives

Students will ...

- learn about different types of higher educational institutions and structures within an institution
- study degrees and course systems (numbering, mandatory, electives, and GPA)
- review how to navigate the university library system, including databases, and how to find scholarly and peer reviewed resources
- learn about the importance of academic integrity and avoiding plagiarism
- be introduced to U.S. academic vocabulary resources specific to graduate level and program study
- become familiar with different types of classroom management and the seminar method of instruction
- research specific degree requirements for the institution they will be attending and for the degree they will be pursuing
- practice how to communicate effectively with university professors and peers verbally and in writing
- learn about the basics of interpersonal relationships in U.S. academic settings, including group dynamics and cooperative learning
- learn about and practice how to effectively manage and organize time

How Students Can Demonstrate Accomplishment of Objectives

Students should ...

- Be on time; be prepared, and actively participate in activities and discussions
- Attend all sessions and related workshops

- Bring the provided notebook each day and take notes
- Complete in-class tasks and submit to instructor for grading and feedback
- Apply the information from the class sessions in a final presentation

Grading Policy: Fulbright Skills for Academic Success Seminar is a Credit/No Credit course and will appear on students' undergraduate transcripts from K-State. To get a grade of Credit, your total score must be 70% or above for the course. Your score will come from the following areas.

Participation, Punctuality, Preparedness: 80%
Assignments: 20%

Participation, Punctuality, Preparedness: Active participation in class discussions and activities is a very important component of U.S. Higher Education and is required for this seminar. In this class, attendance and participation will be monitored and recorded. Coming on time is very important. Being fully engaged in class activities is expected.

Electronic Devices Policy:

Cell phones, iPods, laptop computers, or other electronic devices **MUST BE SILENCED** during class. Unless required for a class activity, students should keep them in their backpacks or bags, out of view. Students may lose participation points for cell phone use.

Academic Honesty:

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities:

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441; for K-State Polytechnic campus, contact Academic and Student Services at polytechnicadvising@ksu.edu or call 785-826-2974.

Expectations for Classroom Conduct:

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2.

Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement for Copyright Notification: Copyright © 2024 Tim Peverill as to this syllabus and all lectures and worksheets. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.


Course Information

TIM PEVERILL

1


Objectives

- See Course Policy document in Canvas for details
- **Skills for Academic Success** ... is designed to support students as they prepare to begin graduate work at U.S. universities. ...
- an introduction to the U.S. higher education **system** and to U.S. academic **culture**.
- Some class sessions feature guest lecturers.
- Topics covered in the course include: ...



2

Topics



3

Expectations

Be on time, actively participate in activities and discussions.
 Bring your **book** every day.
 Take **notes**.
Attend all sessions and workshops.
Complete in-class tasks and submit them to instructor for grading.
 Check **email** daily.

4

Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	July 24 Course Policy, Basics of Instruction, (Tim) U.S. Institutions of Higher Education (Tim)	25 Communication & Story (Tim)	26 Presentation Zen (Tim)	27 Workshopping Powerpoints (Tim)	28 Lecture and small group discussion Personal Action Plan and Goals, Starting on an action plan (Leona)
Week 2	July 31 Collect Personal Action Plan, Vocabulary Strategies, (Tim)	Aug 1 Study Skills, US Classroom Culture, Teacher and Student Expectations, Methods of Instruction, (Leona)	2 Healthy GPA (Tim) Email Communication (Tim)	3 Promunciation Resources (Tim)	4 Using AI Appropriately and Effectively (Tim)
Week 3	Aug 7 Success and Growth Mindset (Tim)	8 Practice and Prepare	9 Oral Presentation All Day	10	11


5

Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life."

Amy Poehler

9/3/20XX Presentation Title

6

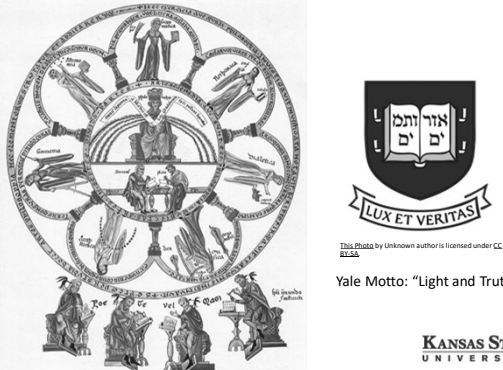


US Higher Education: Structures and Systems
 Day 1
 Dr. Leena Chakrabarti
 leena@ksu.edu

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1

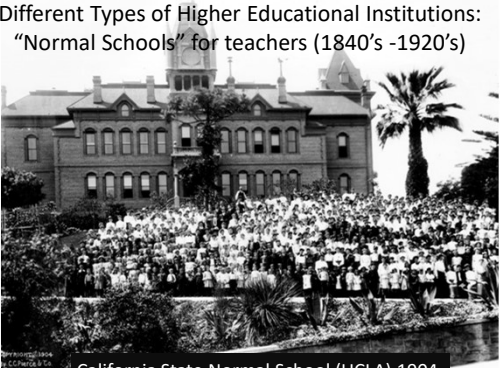
Different Types of Higher Educational Institution: History
The Forerunners (1600's -1700's)



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2

Different Types of Higher Educational Institutions:
"Normal Schools" for teachers (1840's -1920's)

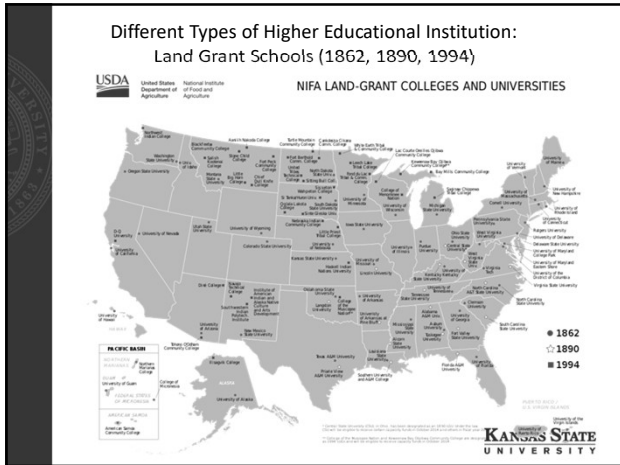


California State Normal School (UCLA) 1904

<https://newsletter.alumni.ucla.edu/connect/2019/may/ucla-beginning/default.htm>

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3



4



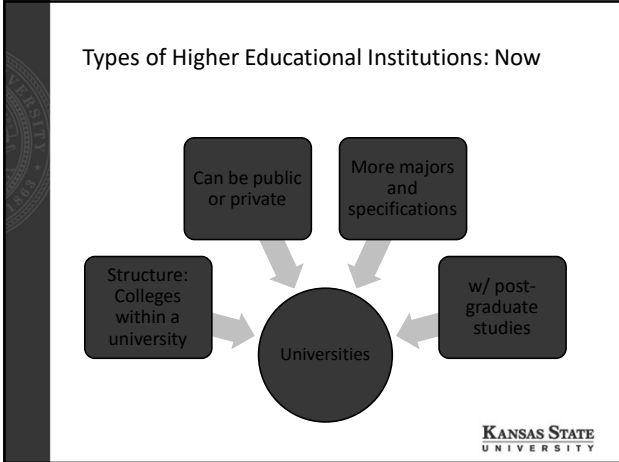
5

Types of Higher Educational Institutions: Now

- Religious colleges, train priests, seminary
- 2-year colleges or junior colleges or vocational school
 - Associate Degrees, certifications
- 4-year colleges (non-university)
 - liberal arts college
 - institute of technology or technical college
 - academy, police academy
 - conservatory, study of music and other arts

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6



7

- ### Structures within Higher Educational Institutions
- Governing Boards
 - Board of Trustees
 - Advisory Boards / Faculty Senate / SGA / etc.
 - The President
 - Alumni & Foundations (\$)
 - Athletics Department (\$)
 - Provost
 - Colleges and Deans
 - Department Heads / Chairs
 - Faculty
 - Administration and Staff
 - Students and Advisors
- KANSAS STATE UNIVERSITY

8



9

Dr. Don Saucier, Department of Psychology



Lessons Learned as a Faculty Senate President



10

Discuss:



Was there anything that Dr. Saucier talked about that surprised you?



11

"Shared governance" in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards and, sometimes, students and staff participate in the development of policies and in decision-making that affect the institution.

-Definition from State University of New York
<https://www.suny.edu/about/shared-governance/sunyvoices/cgi-toolkit/shared-governance/>



12

Degrees and Course Systems

Level of the Course (First Digit)

- 1 and 2, indicate underclass courses
- 3 and 4, mid-level class courses
- 5 and 6, upper-level, professional-level
- 7, 8, 9, graduate courses

- AP 925 - Advanced Physiology
- AP 995 - Problems in Physiology
- AP 999 - Research in Physiology
- ARAB 101 - Arabic I
- ARAB 102 - Arabic II
- ARAB 300 - Arabic III
- ARAB 301 - Arabic IV
- ARAB 501 - Arabic V
- ARAB 502 - Arabic VI
- ARAB 540 - Special Studies in Arabic
- ARCH 240 - Science, Technology, and Architecture
- ARCH 248 - Fundamentals of Architectural Technology
- ARCH 265 - Basic Problems in Architectural Design
- ARCH 274 - Digital Architecture I
- ARCH 290 - Architecture Through the Ages
- ARCH 301 - Appreciation of Architecture



13

Questions You Should Ask

- How many course credits for your graduate degree?
- How many courses does that equal?
- How many electives are you allowed to take?
- How should you choose electives?
 - Each student is typically allowed to choose two or three elective classes from any department within the university.
 - Remember: your electives should have some relevance to your program of study.
- ASK YOUR FACULTY ADVISER!



14

Questions?



This photo by Unknown Author is licensed under CC BY-NC



15

Using Library Resources

Carol Sevin, Academic Services Librarian
K-State Libraries

bit.ly/fulbright_resources

1

Google

Site:

Filetype:



exclude words

OR between two terms results on either topic or both

AROUND(x) between two terms searches those terms within x words of each other

2

2

Open Access

Unpaywall.org - [Research User Guide](#)

Openaccessbutton.org - [How it Works](#)

Google search terms:

- "Open access"
- LibGuide
- Terms relevant to your research

bit.ly/fulbright_resources

3

Google Scholar

Improve access

- Add-on
- Add Library link for off-campus "Get It @KSU"

Features

- Cited by
- Create alert

4

4

Library Databases

5

5

1. Use a Google search to find your library's database directory
2. Explore the list by subject or tags
3. Bookmark the database list and your favorite databases



6

Problems accessing library resources?

Ask yourself these troubleshooting questions:

- Are you logged into your campus account?
- Have you tried using a different browser (Firefox, Chrome, Safari)?
- Is your link proxied? Do you see er.k-state.edu in the url?

OR [Ask A Librarian!](#)

bit.ly/fulbright_resources ,

7

Common Features of Databases

8

8

Search features

search by fields (sometimes only available in advanced search)

tip: use a different row for each concept

phrase searching - often " "

Truncation - often *

Wildcard - often ?

advanced search, Help/how to

tip: most database provide support pages and some have videos

9

9

Results features

sort by date/relevance

filter by resource type, subject, date, etc.

tip: the subject filter is a great place to find keywords!

save/export

research alerts

Get It @KSU

tip: if we don't have it, use [interlibrary loan](#)

10

10

User Accounts

Usually you **do not** need an account with the database to use it

Reasons to create an account for a specific database

- Save searches
- Save results
- Create alerts
- Additional features (ex. O'Reilly)

Too many accounts? Use a [password manager](#)

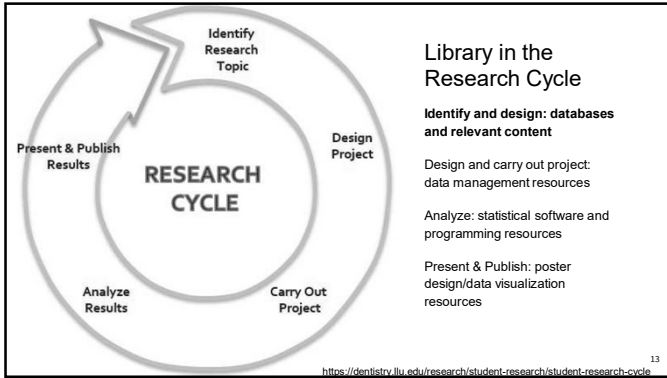
11

11

Research skills

12

12



13

New Literacies Alliance

- FREE lessons for developing research skills
- Designed for undergraduate audience
- Only 10-15 minutes each

1. Look over this list. Anything you need to learn or refresh?
<https://newliteraciesalliance.org/using-lessons/popular-sequences/>
1. Copy or bookmark the links for lessons you want to take
<https://newliteraciesalliance.org/available-lessons/>

14



15

Intentional research practice

- Focus your work and energy
- Be more thorough
- Save time

Examples:

- Know when to meet with a librarian or other expert
- Establish a workflow so you won't miss/won't lose/won't forget

16

16

More on research skills and how to get them

Meet your librarian: <https://www.lib.k-state.edu/library-contacts>

[Researcher Development Framework](#)

[Teach Yourself How to Learn](#)

[Mentoring resources](#)

[Research Process Worksheet](#)

Related search terms: libguide (use with Google only), metacognition, self-regulation, professional identity development

17

17

Innovation/makerspaces

18

18

Thank you!
Questions?

19



1

History

- K-State cheating incident in 1994
 - 115 Students Investigated
 - 75 received F's in the class.
- National attention
 - Primetime
 - Job Interviews

KANSAS STATE UNIVERSITY | Honor and Integrity System

2

Time for a Change

- Because of the national Attention surrounding the incident, the students wanted a change in policy!!
 - A task force was formed by Provost Coffman to address the importance of academic integrity made up of students & faculty.
- Implementation of the KSU Honor System in 1999
- Name later changed to Honor & Integrity (H&I) System

KANSAS STATE UNIVERSITY | Honor and Integrity System

3



4

Choice – what kind of student do you choose to be?

- Reading your syllabus.
- Coming prepared to class.
- Planning ahead.
- Clarifying (with your professor) requirements and assignment expectations.
- Discouraging academic misconduct and dishonesty.

KANSAS STATE UNIVERSITY | Honor and Integrity System

5

Learning

- Committed to help you learn a new culture.
- Committed to providing students with opportunities to develop the knowledge, understanding, and skills of an educated person.
- Committed to assisting students in thinking through ethical and moral decisions.
- The Honor and Integrity System is in place to hold students accountable but also help them learn.

KANSAS STATE UNIVERSITY | Honor and Integrity System

6

Learning

- Unauthorized Collaboration
- Plagiarism
- Unauthorized Aid
- Falsification

KANSAS STATE UNIVERSITY | Honor and Integrity System

7

Hot Topics

- Translation Software
- Artificial Intelligence and Generative AI

KANSAS STATE UNIVERSITY | Honor and Integrity System

8

Learning through the Violation

- Warning
- Required to redo the assignment/exam...
- No credit for the assignment/exam
- Enrolling in the Development & Integrity Course
- XF in the Course
- Recommendation for suspension or expulsion

KANSAS STATE UNIVERSITY | Honor and Integrity System

9

Promise

“On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.”

- Should be on every syllabus you receive
- Talk to your professor about what it means
- Have them give you examples of possible violations (plagiarism, unauthorized collaboration, unauthorized aid, falsification, etc.) so you can avoid the possible sanctions.



10

Contact Information

- Office Phone 532-6432
- E-Mail – honor@k-state.edu
- Web page – www.k-state.edu/honor
- Office – 201 Holton Hall

- Camilla Roberts, Director
- cjroberts@ksu.edu



11



Navigating Grad School in the US

With Dr. Megan Miller, Assistant
Director, Student Success
Graduate School


1

Realistic Expectations

Regarding grad school success: what questions do you have?

About ...

- Cultural Adaptation
- Academic Excellence
- Networking
- Research
- Career Development
- Advisors



For fun: You will see some AI generated pictures. What aspects of these AI generated pictures do you find realistic and not realistic?

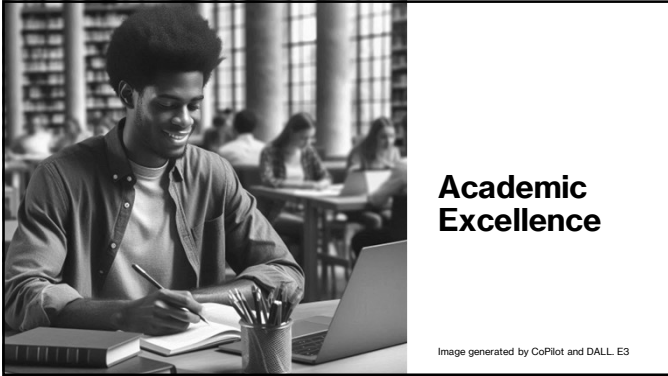
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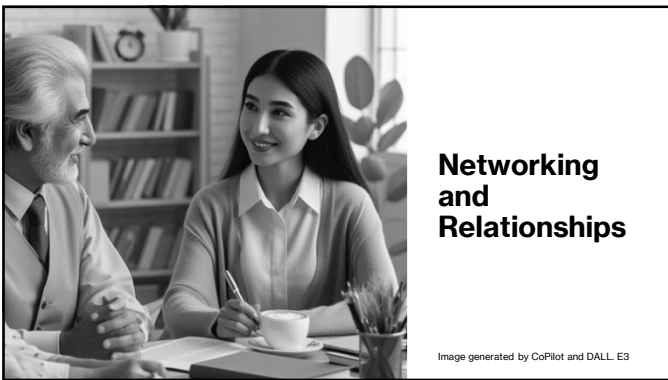


Cultural Adaptation

3



4



5



6



7

Discuss in groups of 3 or 4 the following questions:

- 1) What did I learn already from this talk. Anything surprising?
- 2) What area would you like to know more about? Who do you think you can ask these kinds of questions.
- 3) What seemed unrealistic in some of these pictures?
- 4) What cultural adjustments do you think you will need to make in ...
 - ✓Interacting with advisors or professors
 - ✓Planning your work and time management
 - ✓Getting the support you need

8

Legal Issues for International Students

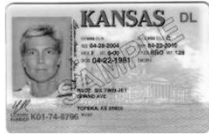


Sarah Barr, J.D.
Student Legal Services
Kansas State University

KANSAS STATE UNIVERSITY Nation's first land-grant university

1


Driver's Licenses



- License from home county can usually work at least temporarily; each state has different requirements
- D/L must be in your possession if you are operating a vehicle
- Not necessary to carry passport but a good idea to carry a copy of passport and visa

2

Traffic Stops



- Don't try to flee
- Stay in your vehicle with hands in view
- Be prepared to produce driver's license, registration, and proof of insurance
- Officer will tell you what you did wrong

- Sign the ticket - - It is not an admission of guilt; just a promise to appear
- Never offer the officer money to not give you a ticket
- Don't consent to a search of your car
- Some charges will result in you being taken to jail: DUI, DWS, and others

3



4

What to do if you are in an accident

- Unattended vehicle/Unattended Property
 - Leave name, phone number, etc. on a note
 - Call the police
 - Do not leave
 - Take photos
- Another vehicle/driver
 - Call police
 - Exchange information
 - Take photos
 - Do not leave

5

Renting a car

- Present driver's license and passport
- Must have auto insurance - - don't rely on credit card insurance
- Usually must be 25 years old
 - 21-24 years of age will cost more
- Inspect for damages before you take possession

6

Buying a car

- Drive it before you buy it
- Buy locally
- Have a used car checked by a mechanic before you buy it
- Don't give any money until you see the title
- Must be able to pay for insurance and registration.



7

Buying a Car

- Most important document to get is the **title**
– The title is proof that you own the car.



8

Registration

- Can't drive a car without license plates
- Can't get plates without registering car
- Can't register car without insurance
- Check the laws in your state for timelines or other requirements



9

Alcohol Issues



10



Are YOU 21?

11

Are the people you're drinking with 21?



12



How much have you had to drink?

13

Lose Visa for DUI Arrest

- US State Department policy:
 - Visas are being revoked (taken away) if noncitizen is **ARRESTED** for DUI
 - It is possible that you will **not** be allowed to return to the US and will have to reapply for a visa

MUST CONTACT AN IMMIGRATION ATTORNEY IF **ARRESTED** FOR DUI.

14



Immigration

- Some crimes can cause possible removal from the United States
 - **Domestic violence, stalking and child abuse**
 - **Violations of protective orders**

15

- Domestic battery: is causing physical contact with another person who is a family or household member (**this includes roommates**) in a rude insulting or angry manner.
- Stalking: intentional harassment of another person that puts that person in reasonable fear of their safety.
- Child abuse: harming a child

16

- If you are charged with any crime:
 - TALK TO A CRIMINAL ATTORNEY *and*
 - TALK TO AN IMMIGRATION ATTORNEY

It is likely they will be 2 different people.
- Consequences could be more severe for an international student than for a citizen.



17

Landlord – Tenant Information



18

Always look at the place before you rent!

This is what you thought you were renting....



19

but this is what you got.



20

Tips and Tricks

- Review your lease carefully; it's a legal contract and hard to get out of
- Get any promises in writing
- Every state offers some tenant's rights
- Amount charged for security deposit depends on the state
 - This amount will be returned to you at the end of your lease less the cost of any damages
- Take photos when you move in and when you move out

21



22

RESOURCES

www.ftc.gov Helpful with consumer complaints for on-line purchases; Do Not Call registry, report scams

<https://www.aclu.org/files/kyr/MKG17-KYR-PoliceImmigrationFBI-OnePager-English-v01.pdf> Helpful information for dealing with police/immigration agents

<https://www.aclu.org/know-your-rights/what-do-if-youre-stopped-police-immigration-agents-or-fbi> Know your rights when dealing with the police or immigration

www.state.gov/s/cpr/rts/fco/ Foreign Embassy and Consular Offices in the US

www.ebassy.org/embassies/index.html Foreign Embassies in Washington, DC

www.generalbar.com/state.aspx Link to every bar association in United States. Individual bar associations can help you find a private attorney

www.uscis.gov US Citizenship and Immigration Services

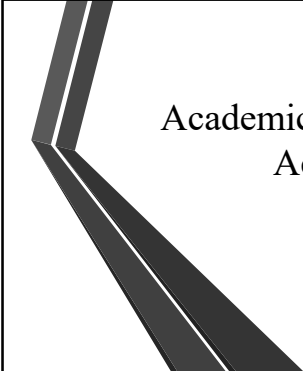
www.Travel.state.gov Information regarding international travel

Check the directory of your school. Does it have a student legal services (or legal services for students) office?

23

QUESTIONS?


24



Academic Goals and Personal Action Plan (s)

Leena Chakrabarti


1



Setting Goals

- Long term goal
- Short term goals
 - ✓ Divide the main goal into multiple smaller ones
 - ✓ Organize them chronologically or by areas to focus on
 - ✓ Know that goals can change, it is normal

2



Do you have an action plan?

- Talk to advisor or graduate program director
- What are your resources on campus?
- What are your personal resources?
- Analyze your own strengths, but also keep your weaknesses in mind

3

Group Work

- Goal setting in small groups
 - 10 group of 4
 - Groups with people you do not know as well
 - Mixed gender groups

4

Homework

- **Fill out forms**
- **Homework – finish the form and bring back to class tomorrow**
- **Any Questions?**

5

HOUSING TIPS

Kansas State University

1

Where do I begin?

- Most graduate students live in off-campus housing (i.e. apartments or houses)
- Many universities do offer on-campus housing for graduate or international students
 - Check the school's website or contact their Student life office for information
- Your department or other organizations on campus (sometimes there is one specifically for Fulbright) may be able to help you find roommates/housing

Rebecca Spruill, Hannah Harker - English Language Program, KSU

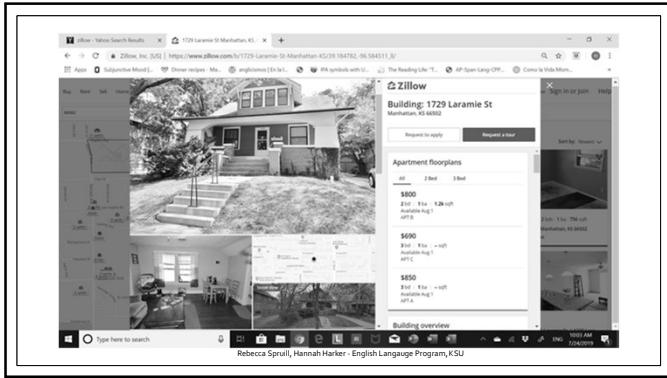
2

Where do I begin? Online Resources

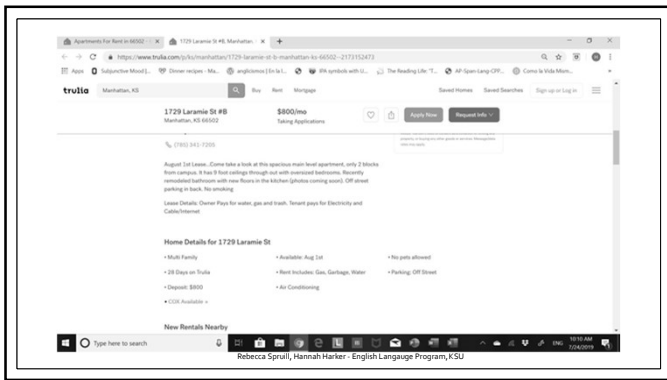
- www.zillow.com, apartments.com, and www.trulia.com are both good sites where you can search for off-campus housing
- They show you:
 1. Where the property is located
 1. The map makes it easy to compare prices of similar apartments and see where it is in relation to campus, local stores/restaurants, and bus stops
 2. Photos of the exterior and interior (usually)
 1. The furniture in the picture most likely will not be there when you move in. If an apartment is advertised as furnished (meaning it comes with some furniture), ask what is included.
 3. Price and what utilities that does or doesn't include
 4. The Landlord's contact information

Rebecca Spruill, Hannah Harker - English Language Program, KSU

3



4



5

What's next?

- Applying
 - Sometimes a landlord will have you complete a short application so that they know you will be a responsible tenant. They often charge a non-refundable application fee (\$30-\$100).
- Signing the lease
 - Read it carefully! It is a legally binding contract between you and the Landlord
 - Ask questions and seek clarification
 - Generally, leases are NOT negotiable. However, if you know that you will only be here for 10 months, you might be able to negotiate the length of the lease (they are usually for 12 months).

6

What's next?

- Paying the security/safety deposit
 - Usually equal to the first month's rent
 - Ask about how you can pay it
 - Usually they only accept check or money order
- You will get most of this money back when your lease ends
 - It is common for certain fees, like carpet cleaning, to be taken from your deposit
- Renter's Insurance
 - Sometimes the Landlord will require you to have Renter's Insurance. The lease will say if you do. Ask the Landlord which company to go through and how much coverage you need.

Rebecca Spruill, Hannah Harker - English Language Program, KSU

7

What to do when you get there

- Inspect the apartment with your new Landlord to **document** any problems or damage
- Apartments are rarely furnished; you will have to get everything if you do not have a roommate.
 - Goodwill, The Salvation Army, and Habitat for Humanity ReStore are good places for cheap, second-hand home furnishings
 - Buy, Sell, Trade groups or other groups for university students on Facebook may also be helpful for finding cheap, or even free, furniture.
 - Ikea has new, yet relatively inexpensive, furniture as well.

Rebecca Spruill, Hannah Harker - English Language Program, KSU

8

What to do if you can't move in right away

1. Rent a hotel or Airbnb (both can be expensive)
2. Contact your department asking if there are other grad students there who can temporarily house you
3. Search to see if there is an organization that regularly helps international students. You may be able to find a short-term host family through them
4. Contact local churches/religious institutions asking if there are families who can temporarily house you

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9

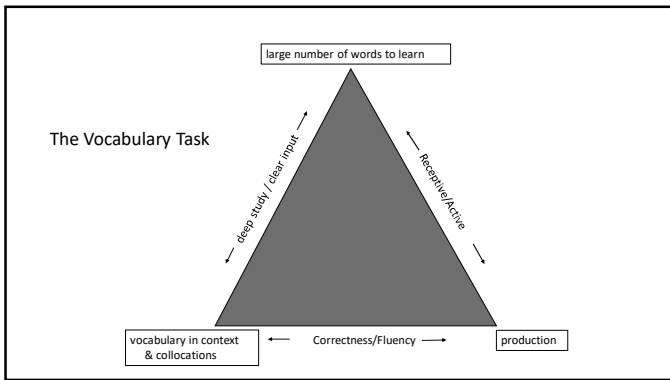


10

Learning Vocabulary & Formulaic Language

- How many words do you know?
- How many words do you need to know?
- Which words do you need to know?
- What does it mean to know a word?
- What is a word?

1



2

Chomsky's Language Model

Colorless green ideas sleep furiously

A grammar-centered approach ...
Plugs in words that are grammatical
Little consideration of how people actually use words

Sleep Sleep

Spadovoron ide

3

The Lexical Approach (1990's)

A vocabulary-centered approach to ESL arises

How? -- Corpus studies using computers and analyzing massive amounts of data

Now -- Large Language Models of AI

* Lexical items as "chunks"

* Fixed phrases and semi-fixed phrases make up most of what we say and write

4

What is Formulaic Language?

- Habitual Constructions**
 - the best way to (v) is to (v)
 - not as (adj) as you might think
- Semi-fixed Expressions**
 - it is important to
 - take some chances
- Fixed Expressions**
 - all wet
 - deal with
- Polywords**
 - upside down
 - nevertheless
 - by the way

5

What is Formulaic Language?

- Habitual Constructions**
 - the best way to (v) is to (v)
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- Semi-fixed Expressions**
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 - take some chances
- Fixed Expressions**
 - all wet
 - deal with
- Polywords**
 - upside down
 - nevertheless
 - by the way

More rule-based (systematic)

↑↓

More word-like (arbitrary)

6

Formulaic Language and Frequency

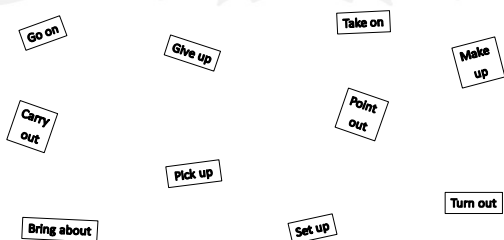
"One of the first issues to consider in idiom instruction is which idioms to teach and in what sequence. Many English idiom teaching and reference materials exist for ESOL learners, some of which claim to cover essential idioms. Yet the selection of idioms in these publications often reflects primarily the authors' intuition rather than any empirical data, and a substantial number of them are rarely used. Thus learning these idioms not only is difficult, but may also be unhelpful because students rarely encounter and use them. In addition, these materials cover many seldom-used idioms but fail to cover some frequently used ones."

Dilin Liu, Oklahoma City University
 The Most Frequently Used Spoken American English Idioms: A Corpus Analysis and Its Implications. TESOL Quarterly, Vol. 37, No. 4 (Winter, 2003), pp. 671-700

(Take out "idioms" and put in "vocabulary" and the observation is just as valid.)

7

According to Liu's research, these are the top 10 most frequently used phrasal verbs in written **academic** English.

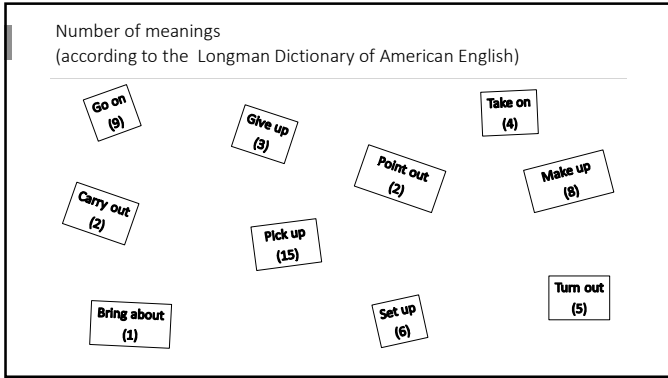


8

In order of frequency

- | | |
|----------------|----------------|
| 1. Point out | 11. Take up |
| 2. Carry out | 12. Find out |
| 3. Go on | 13. End up |
| 4. Take on | 14. Go back |
| 5. Make up | 15. Come up |
| 6. Set up | 16. Break down |
| 7. Turn out | 17. Set out |
| 8. Bring about | 18. Open up |
| 9. Give up | 19. Take over |
| 10. Pick up | 20. Figure out |

9



10

How's your intuition about word/phrase frequency?

In Academic written American English, **point out** is used ___ times more than **pick up** (#10) and ___ times more than **figure out** (#20). (Liu, 2003)

In Academic written American English, **point out** is used 4 times more than **pick up** (#10) and 8 times more than **figure out** (#20). (Liu, 2003)

11

How's your intuition about word/phrase frequency?

Rather than is used ___ times more than **so far** and ___ times more than **at work**. (Martinez, PHRASE list)

Rather than is used 5 times more than **so far** and 25 times more than **at work**. (Martinez, PHRASE list)

12

Formulaic Language

Only 15 collocations occur in both the top 50 spoken and top 50 written lists.
Shin (2007)

13

Word List Deficiencies

- 1) Usually do not distinguish between written, spoken, formal, informal
- 2) Usually ignore phrases and collocations

So, **take a break** and **take place** would not be separate entries on a list

Exception: Martinez PHRASE list includes about 300 phrases in his first 2000 most common word list and over 500 in the first 3000.

14

Word List Deficiencies

- 1) Usually do not distinguish between written, spoken, formal, informal
- 2) Usually ignore phrases and collocations
- 3) Word lists ignore multiple meanings of words

Example: What does **take** mean?

15

- | | |
|-------------------|----------------|
| Take place | Take care of |
| Take over | Take notes |
| Take up | Take a test |
| Take on | Take your time |
| It takes | Take a bus |
| Take into account | Take the lead |
| Take part in | Take advice |
| Take off | Take a look |
| Take advantage of | Take a break |
| Take for granted | Etc... |

... are all very common and **none** of them mean "obtain."

16

Pivot Words

(Shin & Nation, 2007) **Very common** nouns, verbs, adjectives, or adverbs (content words) that are key in a **large number of phrases** and formulaic language

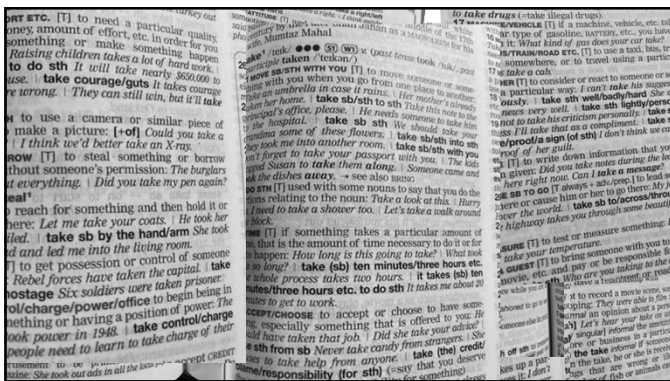
-- The **root meaning** of the *pivot word* is rarely used in isolation and the way the pivot word is used in a phrase is **often completely different** from the root meaning.

e.g. **Take = Obtain** is actually very rare but ...



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17



18

How central are these pivot words?

"The most frequent 100 pivot words have 2052 collocations ... (and) have an average of 20.5 collocations, while the second 100 words have 8.4."

These 100 pivot words are used in about 50% of the more than 700,000 collocations in the study.

-- Shin and Nation (2007)



This is just 10 of them!

19

How central are these pivot words?

According to the OED ...

- Set ➡ 430 entries
- Run ➡ 396
- Go ➡ 368
- Take ➡ 343
- Stand ➡ 334
- Turn ➡ 288
- Put ➡ 268
- Fall ➡ 264
- Strike ➡ 250



These are the hard words in English

20



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21

Noticing Collocations

In this text, notice the underlined words...

Manufacturers often send coupons to shoppers. They want to attract attention to their products and get the shopper to try it out. In exchange for a coupon, the seller will give the shopper a lower price. The shoppers feel like they are getting a good deal and the manufacturers may have attracted a new customer as well.

1. Now, find the words that 'partner' with these words.
2. Are there other words or synonyms you know that mean the same thing as these underlined words?
(e.g. bring, test, trade, smaller, agreement, brought, good)
3. Do you think it would sound as natural if we used these synonyms instead of the words?

22

Receptive Practice

Fill in the blank with either the noun lead or the time.

- just in ____
- had a big ____
- take the ____
- ____ them back
- ____'s up
- on ____
- a short ____
- in the ____
- a small ____

23

Activation Practice

Now in groups of 2 or 3, make a sentence using each of the phrases.

- just in time
- had a big lead
- take the lead
- time's up
- on time
- a short time
- in the lead
- a small lead

24

Receptive Practice

Match the verbs with the phrases.

___ understand	into a man
grow ___	nowhere
stand ___	still
leads to ___	example
that brings ___	completely
that is up ___	us to
lead by ___	to you

25

Receptive Practice

Match the verbs with the phrases.

completely understand
grow into a man
stand still
leads to nowhere
that brings us to
that is up to you
lead by example

26

Collocation Game

What one word fits in all the following blanks?

- sour ___
- ___ him for information
- whole ___
- ___ jug
- ___ shake
- skim ___

27

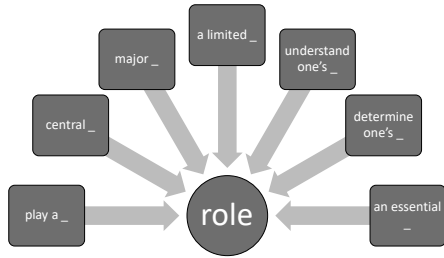
Collocation Game

What one word fits in all the following blanks?

- stone ___
- a ___ drink
- ___ war
- ___ call
- got ___ feet
- freezing ___
- have a bad ___
- in ___ blood
- she was out ___

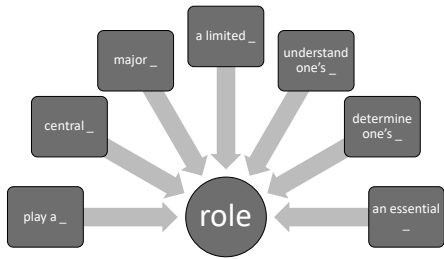
28

Learn



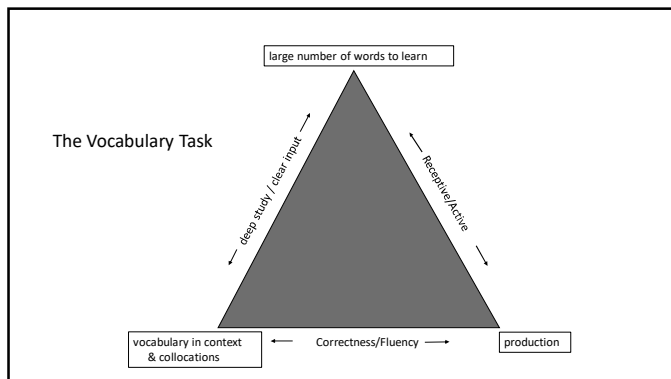
29

Practice



Talk about the family (government, religion, etc) in your society and use as many of these terms as you can.

30



31

Sources and Resources

Papers

Beyond Single Words: the most frequent collocations in spoken English, Shin and Nation, 2007
<http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/2008-Shin-Collocations.pdf>

A Phrasal Expressions List, Martinez and Schmitt, 2012
<http://www.englishvocabularyexercises.com/>

The most frequently-used multi-word constructions in academic written English: A multi-corpus study; Dilin Liu, 2003
<http://www.sciencedirect.com/science/article/pii/S0889490611000457>

32

Sources and Resources

Papers

Why and How to Use Frequency Lists to Learn words, Tom Cobb
<http://www.lexutor.ca/research/>

A Framework for the Inclusion of Multiword Expressions in ELT, Martinez, 2013
<http://eltj.oxfordjournals.org/content/early/2013/01/15/elt.ccs100.full.pdf>

33

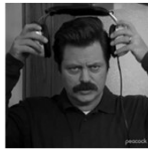
Safety Tips & Cultural Expectations in America

By: Captain Erin Freidline
Riley County Police
Department

1

Safety Tips

- ***BE ALERT*** do not obstruct your hearing (ear buds) or vision (head down looking at phone)



- ***Check*** your school website to sign up for safety alerts via phone (K-State Alerts)



2

Safety Tips

- ***LOOK*** for school apps like LiveSafe- connects with safety resources, maps, emergency info & peer-to-peer chats
- ***CHECK*** your school for campus escorts like Wildcat Walk- escorts you on campus at night or Saferide

3

Contacting Police

- I see something suspicious
- I experienced a crime
- Someone is hurt
- I hear gunshots



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4

Safety Tips

- Call 911 - report suspicious activity
- Run. Hide. Fight.



5

Calling 911

- Know your *location*: building, street, what are you near for landmark
- *Reason* - what occurred, what did you see
- Filing necessary reports



6

Police Interactions

- Vehicle contact
 - Police vehicle behind you: pull over to the right
 - If the Police keep going- proceed as normal and relax



7

Police Interactions

- If Police stop behind you- remain in car, sit still
 - Officer should identify themselves & agency
 - Explain the reason your stopped
 - Ask for your identification & vehicle information
 - Return to police car to verify documents
 - Should explain ticket or other paperwork issued by the officer
 - Remain in car during stop & only exit when requested.
- NEVER GIVE OFFICER \$\$\$\$\$**

8

Police Interactions

- If an officer approaches you on the street- see what they want/need.
- You can walk away unless directed by officer saying your are not free to leave
- Officers should be recording interactions - not all agencies have cameras though



9


Questions

- What else do you want to know or ask??
- Follow us on Twitter, Facebook, Instagram @RileyCountyPD
- Visit local agency websites for ways to connect.

10

To reduce crime and improve the quality of life for the citizens we serve


11



Reminders

- Timeliness
- Balancing your life here and the life you left behind
- Self-Care

1




The Teaching Method Continuum

Student
Centered

←-----→

Teacher
Centered


2



Student centered/teacher centered teaching

<ul style="list-style-type: none"> • Informal style • Students are expected to participate • Critical thinking is encouraged 	<ul style="list-style-type: none"> • Lecture by teacher • Formal setting • Students expected to remain silent
---	--


3



Methods of Instruction

- Lecturing
- Group Discussion
- Observation
- Case Studies
- Experiential/Internship/Practicum
- Online classes, self-paced
- Computer-based classroom
- Flipped Classroom


4



Seminar Method of Instruction

- Responsibilities and role of instructor
- Role of students, what is expected of them

5



Questions?

6

Healthy Relationships & Relationship Violence In College


Center for Advocacy, Response and Education

Stephanie Foran (She/They), Assistant Director

1

Land Acknowledgement

As the first land-grant institution established under the 1862 Morrill Act, we acknowledge that the state of Kansas is historically home to many Native nations, including the Kaw, Osage, and Pawnee, among others. Furthermore, Kansas is the current home to four federally recognized Native nations: The Prairie Band Potawatomie, the Kickapoo Tribe of Kansas, the Iowa Tribe of Kansas and Nebraska, and Sac and Fox Nation of Missouri in Kansas and Nebraska. Many Native nations utilized the western plains of Kansas as their hunting grounds, and others--such as the Delaware--were moved through this region during Indian removal efforts to make way for White settlers.




Kansas State University IFSA, 2020

2

Agenda

1. Introduction
2. Terminology and Statistics
3. Components of Unhealthy Relationship
4. Establishing a Healthy Relationship
 - a. Communication
 - b. Boundaries
 - c. Consent
5. Maintaining a Healthy Relationship
6. Campus/Community Resources



3

Moment of Grounding

Everyone reacts differently to stressful times. Give yourself time and space to process your emotions.



NSVRC

4

What is CARE?

- CARE provides services to K-State students, staff, faculty, and administrators who have experienced sexual violence, domestic violence, dating violence, stalking, and sexual harassment.
- All services are:
 - Free
 - Voluntary
 - Confidential

Get in, loser. We're going caring.



5

Advocacy Services

- Information on victim/survivors' rights and options
- Crisis intervention and safety planning
- Support without judgment
- Assistance with academic support
- Accompaniment to court or law enforcement
- Notification of criminal justice events/status updates (VINE)
- Assistance with legal advocacy
- Assistance with protection orders
- Information on policy and resources
- Mental health assistance
- Referrals and reporting options

6

Terminology

- **Domestic Violence:** Violence that takes place within a household, and can be between married partners, parents and children, siblings, or non-biological cohabitating individuals (i.e. roommates, unmarried partners of a parent and a child, etc.)
- **Intimate Partner Violence/Dating Violence:** Violence that takes place between intimate partners (romantic or sexual, current or past) who may or may not be living in the same household



7

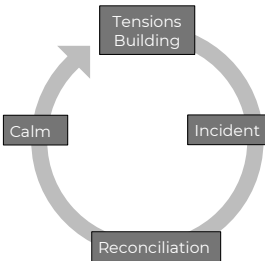
What is Violence?

Conflict	Abuse	Violence	Battering
Disagreement between individuals	Occurs when one person's behavior or words are intentionally aimed at hurting another	Abusive behavior that causes someone to fear for their life	System of ongoing tactics (abuse, violence) aimed at maintaining power and control over another
Can be good or bad		Takes control of someone's life and body	
Unresolved conflicts often occur when an individual is more interested in "winning", instead of resolving differences	Prevents someone from making choices over their body or life or takes control over their body or life	Can be an ongoing behavior, or an isolated incident	Fear for one's life is very real and constant as a result of these tactics

8

Terminology

- **Power:** The capacity to direct, influence, or control someone's behaviors or experiences
- **Cyclical Abusive Relationship:** Cycle of tension building and abusive behaviors, may frequently break up and reconcile, difficult to identify abuse

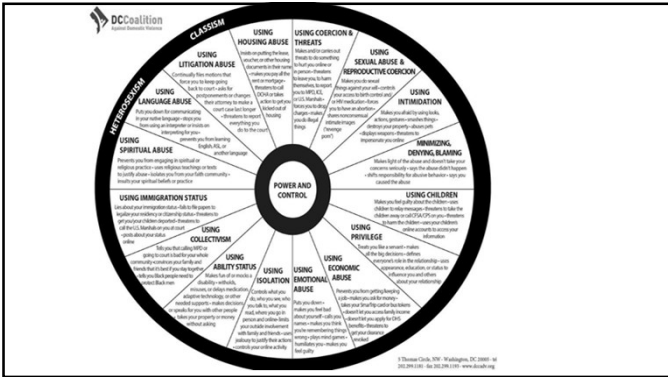


9

1. Sexual abuse
 2. Physical abuse
 3. Emotional abuse
 4. Psychological abuse
 5. Reproductive abuse
 6. Financial abuse
 7. Spiritual abuse
 8. Digital abuse
 9. Stalking




10



11

IPV is Common

- 1 in 4 women, 1 in 10 men, and 1 in 4 non-binary folks have experienced IPV in some form.
- 43 million women and 38 million men have experienced psychological aggression by an intimate partner.
- Violence starts early and continues throughout lifespan.
 - 11 million women and 5 million men have experienced IPV in **before** age 18



12

Interpersonal Violence Kills

- **1 in 2** female murder victims and about **1 in 30** male murder victims are killed by IPV.
- An abuser's access to a firearm increases the risk of intimate partner femicide by **400%**.
- **96%** of intimate partner violence murder-suicide victims are women.



13

IPV in LGBTQ+ Relationships

- Lifetime prevalence of IPV is generally higher within LGBTQ+ populations than the general population.
- LGBTQ+ individuals who seek care for IPV have lower rates of accessing high-quality or helpful services.



Anasuri, 2016; Brown, 2016

14

IPV on College Campuses

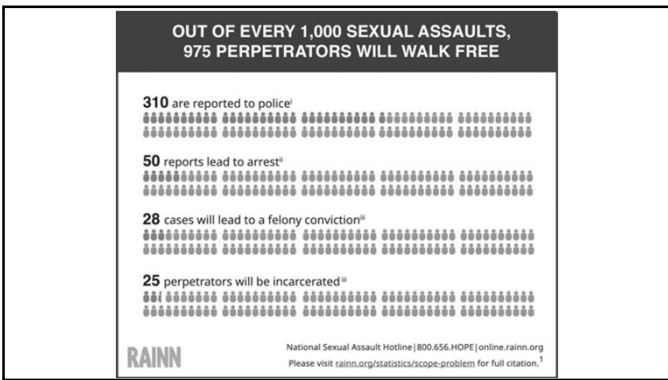
- Colleges/universities are high-risk settings for interpersonal violence
- 60% of acquaintance rapes on college campuses occurred in casual or steady dating relationships.
- Alcohol/drug use may impact IPV but **does not cause or excuse it!**

15

How often do people go to prison for sexual violence?

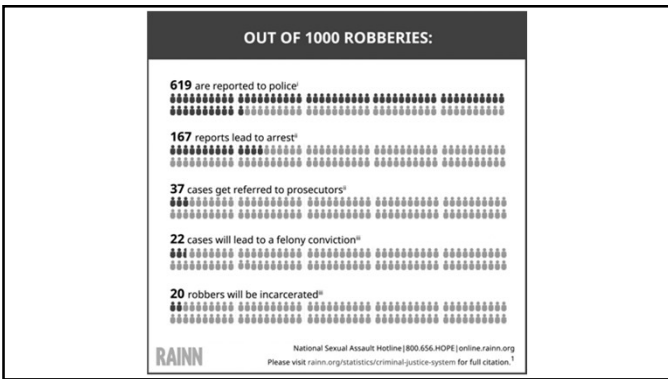
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Handwriting lines for page 16



17

Handwriting lines for page 17



18

Handwriting lines for page 18

How many victims lie about being sexually assaulted?

19

2-10%

Archambault & Lisak, 2009

20

Of the sexual violence crimes not reported to police from 2005-2010, the victim gave the following reasons for not reporting:⁵

- o20% feared retaliation
- o13% believed the police would not do anything to help
- o13% believed it was a personal matter
- o8% reported to a different official
- o8% believed it was not important enough to report
- o7% did not want to get the perpetrator in trouble
- o2% believed the police could not do anything to help
- o30% gave another reason, or did not cite one reason

Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Female Victims of Sexual Violence, 1994-2010 (2013).

21

Myths & Misconceptions



22

Common Rape Myths & Misconceptions

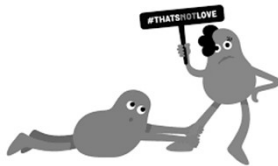
- "Rape only happens to 'certain types of people.'"
- "Sexual assault and harassment are about sexual attraction and gratification."
- "It's not really rape when a person changes their mind in the middle of it."
- "When it comes to sex, men can be provoked to a point of no return."
- "Men cannot be assaulted or harassed because all men love sex."
- "If a man says he was raped by another man, he must be lying and not want others to find out he's gay."
- "If the person had an orgasm or was sexually aroused, then they were not sexually assaulted."



23

Pink/Red Flags

- Intensity
- Possessiveness
- Manipulation
- Isolation
- Sabotage
- Belittling
- Guilt
- Deflecting Responsibility
- Betrayal



24

Additional Warning Signs

- Excessive control over a partner's social media, appearance, clothing, interactions with friends outside the couple, etc.
- Focusing all of one's energy on the relationship, not spending time with family, friends, on other activities
- Excessive jealousy
- Constant tracking of a partner's location, requesting access to social media passwords, demanding immediate response to phone calls, texts, etc.
- Sudden changes in mental health, drug or alcohol use, engaging in self-harming behaviors
- Withdrawing from social activities, classes, and other commitments
- Frequent, combative fights, frequent break-ups, quick and passionate reconciliation

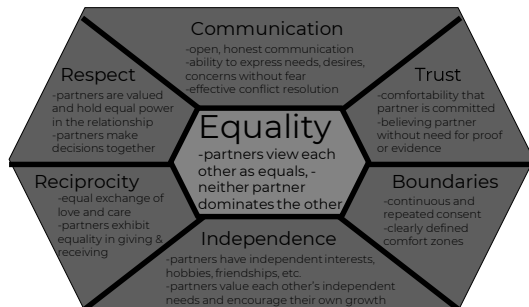
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Let's Hear from You!



26

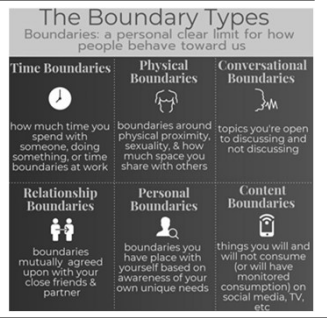
Components of Healthy Relationships



27

Boundaries in Healthy Relationships

- Establishing clear boundaries with yourself and in all relationships will promote health and well-being overall



28

Boundary Violations

- A boundary violation refers to an incident where oneself or one's partner acts against an established boundary
- Intrapersonal boundary violations: taking responsibility for a partner's feelings, sacrificing your needs to serve your partner's
- Interpersonal boundary violations: breaking trust within a relationship, lying, cheating, acting against established boundaries

29

Boundaries and Consent

- While a boundary refers to a clearly defined limit concerning behavior, a boundary is not the same as consent.
- Consent:** Actively expressed agreement for an individual event or behavior to occur
- Consent must be **freely given, informed, specific, reversible, and repeated!**
- Just because a partner has not expressed a boundary about something doesn't mean that they have given consent --- They must say yes!



30

Maintaining a Healthy Relationship

- Establishing a healthy relationship from the start is important, but it's also important to maintain a healthy relationship over time



31

National Resources/Hotlines

- The National Domestic Violence Hotline: 1-800-799-7233
- The National Sexual Assault Hotline: 1-800-656-4673
- The National Childhood Abuse Hotline: 1-800-422-4453
- The National Suicide Prevention Hotline: 1-800-273-8255
- The Trevor Project Hotline: 1-866-488-7386
- The National Dating Abuse Hotline: 1-866-331-9474

32



33

Connect With Us!



206 Holton Hall
(785) 532-6444
ksucare@ksu.edu




K-State Academic Success
and Student Affairs



@kstatedassa

Grade Point Average
GPA

Fulbright Program Presentation




1

Class Name	Credit Hours	Points for Grade	Total points
History	3	4 (for an A)	$3 \times 4 = 12$
Chemistry	3	3 (for a B)	$3 \times 3 = 9$
French	4	4 (for an A)	$4 \times 4 = 16$
Art	2	2 (for a C)	$2 \times 2 = 4$
Total	12		41
GPA (semester)		3.41	
Cumulative GPA All Semesters Divide Total Points by Total Credit Hours			

How to Calculate Your Cumulative GPA
 1. Find your past GPA and past total Credit Hours.
 Multiply past GPA \times past total Credit Hours = past total Quality Points
 2. Add past and current term Credit Hours
 3. Add past and current term Quality Points
 4. Divide the Total Quality Points by the Total Credit Hours to get Cumulative GPA.
Total Quality Points \div Total Credit Hours = Cumulative GPA

2

So what?



Master's Programs

- Usually minimum of 3.0 or 3.3
- Your GPA alone does not guarantee admission
- A grade of C is usually considered a failing grade

Doctoral Programs

- Usually minimum of 3.3 or 3.5
- May emphasize GPA in your field and/or research experience in addition to other requirements such as GRE scores and recommendations

3

Are there Fulbright Requirements?



Renewal or Extension

- May be a requirement

Keeping your scholarship


- Some programs only
- GPA may be a factor

Jobs and Internships

- GPA may be a factor

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4



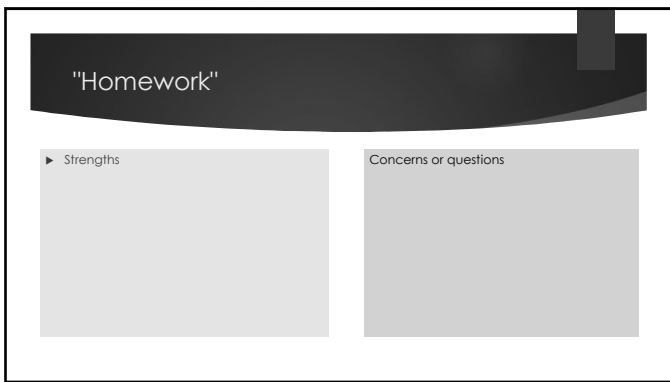
Always Ask Allies
Your success is your department's success

7/14/2024

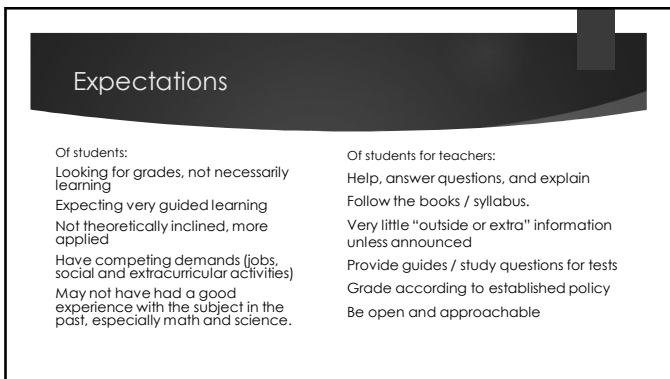
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1



2



3

Dos and don'ts

Don't	Do
Do math or equations in your head Ignore questions Ignore problems Say "it's very easy" Try to be friends; you cannot be friends with your students Assume that they will have read directions, assignments or books	Consider the level and nature of your class (Is it for a major in your field? Is it an elective?) Give examples and applications Work through equations, problems, etc. step by step Be prepared to know what concept, step, term might cause problems and think about how to explain that Be friendly not friends Answer questions. If you don't know, say so and then get the answer and report on it Go over directions assignments very carefully

4

Language

Verbal	Non-verbal
Pronunciation and intonation Vocabulary (register) Terms Academic Idiomatic Slang Dangerous language Grammar Fluency	Facial expression Eye contact Personal space Gestures Stance

5

Dos and don'ts

Don't	Do
Worry about making mistakes Apologize for your language Teach "to the board" Think that faster is better Try to use slang, idioms, or humor	Focus on communication Make eye contact even if it means repeating what you said when facing the board. Address the language issue Give students time to understand and digest information: don't talk fast; don't "teach fast;" Allow time for the students to process. Be relaxed even though it may seem informal to you. Smile!

6

Teaching techniques

<p>Teaching tips</p> <ul style="list-style-type: none"> Pause between concepts, topics, or steps Check for comprehension Repeat questions for the entire class Summarize and repeat answers Answer questions If someone does not understand, try to find the problem. Do not just begin from the beginning again. Give example and applications 	<p>Tips for interaction</p> <ul style="list-style-type: none"> Ask for examples, answers, next steps, reasons etc. Wait for the answer If no answer, repeat the question If no answer, paraphrase If no answer, give a hint If answer is incorrect, give encouragement. If answer is correct, praise the answer not the student. Make sure everyone heard the answer
---	---

7

Dos and don'ts

<p>Don't</p> <ul style="list-style-type: none"> Answer your own question immediately Ignore questions Assume comprehension Teach to the front of the classroom Ignore problems Say "you are very clever boys and girls." "You are an excellent student." 	<p>Do</p> <ul style="list-style-type: none"> Answer questions as they come up. If you do not understand the question, try to narrow down the problem Ask for clarification if you do not understand -- "Do you mean X?" If you do not understand, make sure you talk with the student after class Repeat questions and answers Say "Good answer" "Exactly correct" "Almost correct" "close". If you ask a question for interaction, wait for that answer Go back step by step to see where the problem is
---	---

8

Cultural concerns

- Be aware of personal space and touching, especially in lab or performance classes
- Be aware of students' facial expressions; that will indicate comprehension or not
- Be prepared for more informal behavior from students
- Be aware of university and departmental policies on sexual discrimination / harassment, student / teacher interactions
- Be aware that you may have problem students; check policies and support services for student behavior
- Become familiar with support on your campus: advisor, lead professor, supervisor, teaching center, counseling center, office of student life
- If you are having problems, ask someone to observe the class. Ask to observe the class of an experienced TA.

9

Dos and don'ts

Don't	Do
<p>Touch students unless it is to show them how to use an instrument etc.</p> <p>Don't try to be a student; you are the teacher</p> <p>Share personal information unless it is pertinent</p> <p>Come to class unprepared or try to "wing it"</p>	<p>Be aware of nonverbal communication issues (space, smiling, touching etc.)</p> <p>Be the teacher, but be open and approachable</p> <p>Keep examples neutral, gender free</p> <p>Set boundaries; you do not have to be available every day all day. You do not need to share phone numbers</p> <p>Check with your supervisor, advisor or lead professor about problems early</p> <p>Establish a healthy balance between your teaching and student roles</p>

10

Top student complaints

- ▶ 1. My teacher ignores my questions
- ▶ 2. My teacher is always angry
- ▶ 3. My teacher does not look at me
- ▶ 4. My teacher skips steps or doesn't explain
- ▶ 5. My teacher speaks too fast and/or too quietly

11

Last thoughts

- ▶ Your first semester will be the hardest
- ▶ Show that you are interested in the students' learning and they will work with you
- ▶ Remember you are the expert
- ▶ Be careful of humor. It does not translate well
- ▶ Be yourself!
- ▶ Check out campus resources. There are many for support of faculty, teachers, and graduate students.
- ▶ Enjoy! Teaching is a wonderful experience
- ▶ Stay in touch and let me know how it goes! mwood@ksu.edu

12

Powercat Financial

Financial insight for K-State students, by K-State students.

Personal Financial Management

Brenton Wilden
Peer Financial Counselor III
Powercat Financial

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1

Today's Financial Topics

- Financial goal setting
- Budgeting/Savings
- Understanding credit
- Getting a US bank account
- How Powercat Financial can help

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2

Setting Financial Goals

- Should be specific dollar amounts and terms
 - Stay focused
- Should be an extension of your values
 - What is important to you?
- Short-term goals: 2 years or less
- Long-term goals: 5 or more years
- Prioritize Goals
- Develop a concrete plan of steps to reach goals



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SMART Goals

Specific
Measurable
Attainable
Relevant
Time-frame

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4

The Budgeting Process



1.
 - Considering how you want to live in the future and how you will get there
2.
 - Prioritize Needs/Wants
3.
 - Are changes necessary?
 - Are there interesting patterns of spending?

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5

Budgeting will help you identify Spending "Leaks"

Activity	Per Month	Total Per Year
ATM Fees	\$20	\$240
Clothes	\$50	\$600
Dining Out	\$100	\$1,200
Bars	\$100	\$1,200
Gourmet Coffee	\$60	\$720
		Total: \$3,960



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Budgeting Tools to Help You Get Started

Download PF spending plan worksheet at
<http://www.k-state.edu/powercatfinancial/budgeting/>

OR try an online tool like www.nerdwallet.com

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Steps to Creating a Spending Plan:

1. Estimate your monthly income and expenses.
2. Indicate whether each expense category is a need or a want.
3. Gather your income (pay stubs) and spending records (bank statement, credit card bill, receipts, etc.) and enter actual monthly income and expenses.
4. Review all data to create next months spending plan.

POWERCAT FINANCIAL
 302 Student Union, Third Floor
 Manhattan, KS 66506-2800
 785-532-2889 or Powercatfinancial@k-state.edu

Student's Name: _____
 Spending Plan for Month of: _____

Income (use gross income and indicate taxes withheld under expense category)	Your Estimate	Actual Amounts from Records	Expected Income for Next Month
Income from work			
Income from other work			
Loans from individuals			
Student loan refund balance			
Parental/family support			
Government benefits			
Other Income:			
Total Monthly Income (add income columns)	0	0	0

Expenses	Your Estimate	Check if repeat in a NEED	Check if repeat in a WANT	Actual Amounts from Spending Diary	Check if repeat in a NEED	Check if repeat in a WANT	Spending Plan for Next Month	Check if repeat in a NEED	Check if repeat in a WANT
Taxes & Withholdings (P.O.D. or Direct Credit)									
Mortgage or Rent Payment									
Electricity									
Gas Heat									
Water/Sewer/Garbage									
Telephone/Cell Phone									
Internet									
Television Cable									
Car Payment									
Credit Card Payment									

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Average costs for international students?

Example Real-Life Budget: Estimated cost of living in the USA in 2024 (national averages)

Rent = \$800
 Electricity = \$100
 Misc. Needs = \$30
 Insurance = \$250
 Groceries = \$300
 Clothing = \$40
 Toiletries = \$20
 Entertainment = \$40

Electricity = \$100
 Internet = \$40
 Water/Trash = \$50
 Eating Out = \$40
 Laundry = \$10
 Transportation = \$40
 Medical needs = \$15

Total Cost Per Month = \$1,775
 Most students would need to work around **30 hours** per week to cover this cost – with taxes taken out.

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9

Budgeting Activity

- TBD in final version. Will have handouts for students.

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10

Credit Card 101

Monthly Payments

- Original principle borrowed + Interest (if not originally paid off in full)

Interest Rates

- Annual Percentage Rate (APR)

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Checking Your Credit Report

- Allowed one free credit report annually, from the three credit bureaus via www.annualcreditreport.com or
 - Equifax www.equifax.com
 - Experian www.experian.com
 - TransUnion www.transunion.com
- Minimal cost to get credit score (can be free)

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12

The Good, Bad, & the Ugly

- FICO Credit Score Ranges 850 - 300
- Good Scores**
 - Excellent: 700 or higher
 - Good: 680 – 699
 - Ok – 620 – 679
- Low Scores**
 - 580 – 619
- Bad Scores**
 - Bad – 500 – 579
 - Worse – 499 and below

850
↓
300

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What makes up my score?

Factor	Percentage
Payment History	35%
Credit Utilization	30%
Length of Credit History	15%
Types of Credit Used	10%
New Credit	10%

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Credit Utilization


- Three cards with a total credit limit of \$15,000 between them
- Current credit utilization would be 20% = (\$3,000/\$15,000).

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18

Getting a US bank account


- No one right answer
- Depends on what is important to you
- Every bank may require different documentation
- Check with your university's international student center for their recommendations
- International and US bank strategy



Fees, Convenience, Perks, Transfers, Online vs Physical, ATMs, etc.



Bank of America, Chase, Citi, Credit Unions, Amex




Passport with visa, I-20, Proof of residency, Enrollment verification, Second form of ID

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Powercat Financial



Brenton Wilden
Wildenbm@ksu.edu
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 (785)532-2889
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20

**Mental Health and
Stress Management**


Marcos Mendez, PhD. LCMFT
8/1/2024

1

Content


- Who we are
- Mental health and illness
- Stress and health
 - Levels of stress
 - Source/Triggers of stress
 - Coping with Stress
- How to connect with Counseling and Psychological Services at K-State
- Other resources



2

Who are we?

- Lafene Counseling and Psychological Services (CAPS)
- 8 full time psychotherapist, 1 full time medical record specialists, 1 accountant, and 2 certified therapy dogs.
- Confidential and culturally-competent mental health resource for K-State students who paid the student services fee.



3



4

Activity

- Belly Breathing
 - Connect with your lower part of your lungs
 - Deeper breathing vs shallow breathing
- Stay Present
 - Redirect your attention to the experience of your breath
 - Practice focusing, re-focusing, attention
- Stay Aware
 - Thoughts come up.
 - Gently bring attention back to your breathing

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5

What is Mental Health?

- It's our emotional, psychological, and social well-being. (MentalHealth.gov, 2019).
- The World Health Organization (WHO; 2024) also describes mental health as a state of well-being in which the individual realizes they have abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to their community

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6

But what about mental illness and levels of stress?

- Mental illnesses are health conditions involving changes in emotion, thinking, and behavior. (Parekh, 2018).
- Mental illness is not uncommon.
 - During the 2020–2021 school year, more than 60% of college students met the criteria for at least one mental health problem
 - Suicide is the second leading cause of death for people ages 15 to 24 years of age.
- Mental illnesses are associated with high levels of stress and problems functioning in social, work, or family activities.



7

Levels of Stress

- Eustress
 - Optimal levels of stimulation
 - Elicits a positive stress response
 - Challenging, attainable, and enjoyable or worthwhile tasks
 - Generating a sense of fulfillment, growth, development, mastery, and higher levels of performance
- Distress
 - Too much stimulation
 - Elicits a negative stress response
 - Generating feelings of overwhelm and threat
 - Physiological responses pose health risk
 - May be associated with maladaptive ways of coping




8

Stress in a Continuum

Ready	Reacting	Injured	Ill
Optimal functioning	Mild or temporary distress	More severe, persistent distress that causes stress injury	Persistent, disabling stress that worsens over time
CAUSE: Optimal stress for adaptive growth	CAUSE: Any stressor or trigger	CAUSE: Life threat, loss, inner conflict, wear and tear	CAUSE: Unhealed stress injury
I feel: • Calm • Fit and in control • Motivated, focused	I feel: • Tense, irritable, down • Unmotivated, unfocused	I feel: • Rage, out of control • Panic, depression • Guilt, shame, blame	Leads to: • PTSD • Anxiety, depression • Substance abuse




9



What are some current sources of stress for you?

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10




Common sources of stress for students

- Academic demands
- Peer pressure
- Competition
- Work-related concerns
- Lack of balance
- Increased freedom and responsibilities
- Over-involvement
- Separation from family
- Lack of social support
- Interpersonal relationships conflicts
 - Family, friends,
 - Colleagues, professors, advisors
 - Romantic
- Cultural experiences
 - Discrimination; “-isms”
 - Marginalization

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11



Additional Stressors for International Students

- Language Barriers
- Cultural Shock
 - Initial euphoria
 - Culture Shock
 - Adaptation
 - Adaptation and Mastery
- Reverse Cultural Shock
- Coping with Cultural Shock
 - It is normal
 - Take your time to make decisions during shock
 - Allow time for grieving
 - Stay connected to support network
 - Eat healthy
 - Engage in frequent physical activity
 - Get enough sleep,

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12

Sociocultural Factors

- Some identities may experience higher risk for distress and symptoms of depression and anxiety
 - Low-income students
 - Students of color
 - Female students
 - Students who identify as LGBTQ
 - Students who are caregivers for children or other adults
- Mayo Clinic, July 2022



13

Awareness of Stressors

- How do you know you are being impacted by stress?
- Does it impact...
 - Your thoughts?
 - Your body?
 - Your feelings/emotions?
 - Do you act differently?



14

Symptoms of Stress

- Cognitive indicators (thoughts)
 - Self-criticism
 - Low self-esteem
 - Fear of failure
 - Difficulty making decisions
- Physical indicators
 - Tension
 - Headaches
 - Sleep disturbances
 - Weight change
 - Fatigue
 - Illness



15

Symptoms of stress

- Emotional indicators
 - Sadness
 - Irritability
 - Worry
- Behavioral indicators
 - Withdrawing from others
 - Working harder
 - Getting less done
 - Impulsive behaviors
 - Interpersonal conflict
 - Using substances (coffee, alcohol, nicotine, cannabis)



16

Increasing Self-Awareness

- What is my level of stress?
- How is stress impacting me?
- How am I dealing with stress?
- What can I do?



17

What are some coping skills you use to manage stress?



18

Stress Management Techniques

- Basic self-care and vulnerability factors
- We are more likely to increase stress in our bodies and affect our mental health when we neglect:
 - Sleep hygiene
 - Healthy consumption of food and water
 - Physical activity
 - Social support



19

Stress Management Techniques

- Deep breathing
- Listen to music
- Arts and crafts
- Laugh
- Meditate or pray
- Develop self-compassion
- Help someone else
 - Bandana Project
 - Thrive Navigators
- Talk to someone who is supportive
- Manage your time with a schedule
- Set a routine
- Make lists with priorities
- Journal
- Write what you are grateful about
- Take breaks
- Take a mental health day or vacation
- Spend time with nature



20

Stress Management Techniques

- Take a cold shower
- Put cold water on your face
- Hold an ice-cube
- Five senses:
 - 5 things you see
 - 4 things your body feels
 - 3 things you hear
 - 2 things you smell
 - 1 thing you taste
- Physiological Sigh



21

How to connect with K-State CAPS?

- Clinical Consultations
 - First come first served bases from 8:30 to 3:30pm.
 - About 30 minutes long appointment
 - To gather client’s concern
 - Present with possible services at Lafene CAPS, other K-State office partners, and/or in the community.
- Mental Health Crisis Consultation
 - In-person (8-5, M-F); Phone (24/7)
 - Risk assessment, develop safety plan, and/or refer to Crisis Stabilization Unit, or ER for further assessment.



22

Services Cont.

- Self-Help resources (e.g. Lafene CAPS website, ulifeline, TelUs, you@ksu).
 - Information
 - Screening tools
- Help you get connected
 - Orgcentral and look at over 400 organizations/groups, almost 200 scheduled events
 - Other offices on campus (SSA, Career Center, Academic Achievement Center, Nutrition Counseling, etc).



23

Services Cont.

- Workshops
 - Synchronous or Asynchronous
 - One hour per week for up to three consecutive weeks (depending on the topic)
 - Sign up on Lafene portal
 - Getting Unstuck
 - Anxiety Toolbox
 - Rio (recognition, insight, openness)
 - Mood Management
 - Reset and Thrive (motivation, self-compassion, and resilience)
 - Date Yourself
 - Bridge (building relationship intimacy and dialogue effectiveness)
 - ADHD and Life Skills Series
 - Body Image
 - Risk and Harm Reduction
 - Breakup Bootcamp



24

Services Cont.

- **Group Therapy**
 - Skills/Support Group.
 - Calming the Storm
 - Taming Your Anxious Mind
 - Restoration Journey
 - Living with Loss
 - Process/Support Group
 - Spectrum (for LGBTQ+ students)
 - Understanding Self & Others
 - Men's engagement



25

Services Cont.

- **Short-term Goal Oriented Individual Therapy**
 - Up to 8 sessions per semester
 - Most common conditions treated are symptoms of Anxiety and Depression
- **Relationship Therapy**
 - Partners must be K-State students and have paid student services fee



26

Services Cont.

- **ADHD Assessment**
 - 2 hours initial clinical interview
 - 1 hour computerized test
 - 1 hour Feedback (reports)
 - 450 USD-
- **Other Formal Assessment**
 - Rule out/confirm diagnosis
 - 2 hours Clinical Interview and Questionnaire
 - 1 hour feedback session (reports)
 - From about 35 to 65 USD



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Additional Resources

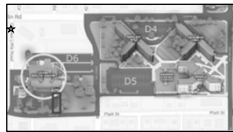
- Campus Resources:
 - Student Support and Accountability
 - Center for Advocacy, Response, and Education
 - Office of Institutional Equity
 - Academic Achievement Center
 - K-State Family Center
 - Spectrum Center
- Off Campus:
 - [TelUs App](#)
 - Via Christi Hospital
 - The Crisis Stabilization Unit
- Websites:
 - [Self-compassion](#)
 - [Positive Psychology](#)



28

Welcome!

- Open Monday-Friday, 8:00 am -5:00 pm
 - 24/7 for mental health consultation
- Call us if you have questions!
 - 785-532-6927
- www.k-state.edu/counseling



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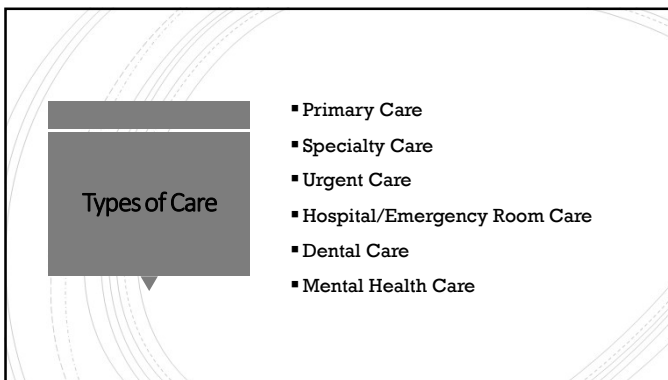
QUESTIONS? COMMENTS?



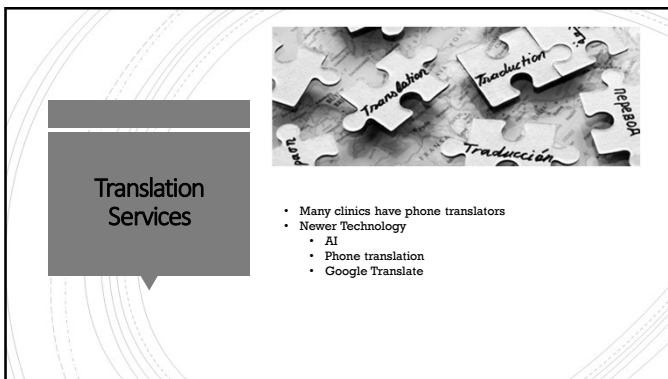
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1



2



3

Making Appointments

- Call in the early morning, if possible.
- Ask friends or coworkers for suggestions for a good provider.

4

Pharmacies

- Compare prices – call several pharmacies and ask for the price of the medication with and without the GoodRx card.
 - The Student Health Pharmacy is likely to have the best price.
 - Choose the pharmacy with the best price and best location for you.
 - Quality will be the same from all pharmacies.
- Generic drugs
- GoodRx Card
- Quality will be the same from all pharmacies.

5

When you need healthcare or advice

Need Advice

- Call Student Health Center
- If Student Health Center is closed, call the Emergency Room or Urgent Care clinics

6

When you need healthcare or advice

Need non-urgent care

- Make an appointment at Student Health Center (least expensive)
- Make a **primary care appointment** - family practice, internal medicine, or pediatrician (more expensive)
- If you feel you need a **specialist**, make an appointment with a specialist (even more expensive)

7

When you need healthcare or advice

Need urgent care but not severely ill

- If Student Health Center is open, go there (cheaper).
- If student Health Center is closed, call **private office** for **acute care** appointment (more expensive).
- If neither option above is available, go to an **urgent care clinic** (even more expensive)
- If none of the above is available, go to an Emergency Room at a local hospital (most expensive)

8

Questions?



9

Glossary of Health Coverage and Medical Terms

- This glossary has many commonly used terms, but isn't a full list. These glossary terms and definitions are intended to be educational and may be different from the terms and definitions in your plan. Some of these terms also might not have exactly the same meaning when used in your policy or plan, and in any such case, the policy or plan governs. (See your Summary of Benefits and Coverage for information on how to get a copy of your policy or plan document.)
- Bold blue** text indicates a term defined in this Glossary.
- See page 4 for an example showing how **deductibles**, **co-insurance** and **out-of-pocket limits** work together in a real life situation.

Allowed Amount

Maximum amount on which payment is based for covered health care services. This may be called "eligible expense," "payment allowance" or "negotiated rate." If your **provider** charges more than the allowed amount, you may have to pay the difference. (See **Balance Billing**.)

Appeal

A request for your health insurer or **plan** to review a decision or a **grievance** again.

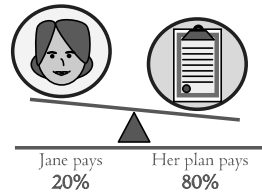
Balance Billing

When a **provider** bills you for the difference between the provider's charge and the **allowed amount**. For example, if the provider's charge is \$100 and the allowed amount is \$70, the provider may bill you for the remaining \$30. A **preferred provider** may **not** balance bill you for covered services.

Co-insurance

Your share of the costs of a covered health care service, calculated as a percent (for example, 20%) of the **allowed amount** for the service.

You pay co-insurance **plus** any **deductibles** you owe. For example, (See page 4 for a detailed example.)



Complications of Pregnancy

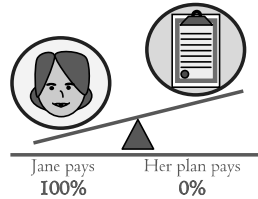
Conditions due to pregnancy, labor and delivery that require medical care to prevent serious harm to the health of the mother or the fetus. Morning sickness and a non-emergency caesarean section aren't complications of pregnancy.

Co-payment

A fixed amount (for example, \$15) you pay for a covered health care service, usually when you receive the service. The amount can vary by the type of covered health care service.

Deductible

The amount you owe for health care services your **health insurance** or **plan** covers before your health insurance or plan begins to pay. For example, if your deductible is \$1000, your plan won't pay anything until you've met your \$1000 deductible for covered health care services subject to the deductible. The deductible may not apply to all services.



(See page 4 for a detailed example.)

Durable Medical Equipment (DME)

Equipment and supplies ordered by a health care **provider** for everyday or extended use. Coverage for DME may include: oxygen equipment, wheelchairs, crutches or blood testing strips for diabetics.

Emergency Medical Condition

An illness, injury, symptom or condition so serious that a reasonable person would seek care right away to avoid severe harm.

Emergency Medical Transportation

Ambulance services for an **emergency medical condition**.

Emergency Room Care

Emergency services you get in an emergency room.

Emergency Services

Evaluation of an **emergency medical condition** and treatment to keep the condition from getting worse.

Excluded Services

Health care services that your **health insurance** or **plan** doesn't pay for or cover.

Grievance

A complaint that you communicate to your health insurer or **plan**.

Habilitation Services

Health care services that help a person keep, learn or improve skills and functioning for daily living. Examples include therapy for a child who isn't walking or talking at the expected age. These services may include physical and occupational therapy, speech-language pathology and other services for people with disabilities in a variety of inpatient and/or outpatient settings.

Health Insurance

A contract that requires your health insurer to pay some or all of your health care costs in exchange for a **premium**.

Home Health Care

Health care services a person receives at home.

Hospice Services

Services to provide comfort and support for persons in the last stages of a terminal illness and their families.

Hospitalization

Care in a hospital that requires admission as an inpatient and usually requires an overnight stay. An overnight stay for observation could be outpatient care.

Hospital Outpatient Care

Care in a hospital that usually doesn't require an overnight stay.

In-network Co-insurance

The percent (for example, 20%) you pay of the **allowed amount** for covered health care services to **providers** who contract with your **health insurance** or **plan**. In-network co-insurance usually costs you less than **out-of-network co-insurance**.

In-network Co-payment

A fixed amount (for example, \$15) you pay for covered health care services to **providers** who contract with your **health insurance** or **plan**. In-network co-payments usually are less than **out-of-network co-payments**.

Medically Necessary

Health care services or supplies needed to prevent, diagnose or treat an illness, injury, condition, disease or its symptoms and that meet accepted standards of medicine.

Network

The facilities, **providers** and suppliers your health insurer or **plan** has contracted with to provide health care services.

Non-Preferred Provider

A **provider** who doesn't have a contract with your health insurer or **plan** to provide services to you. You'll pay more to see a non-preferred provider. Check your policy to see if you can go to all providers who have contracted with your **health insurance** or **plan**, or if your health insurance or plan has a "tiered" **network** and you must pay extra to see some providers.

Out-of-network Co-insurance

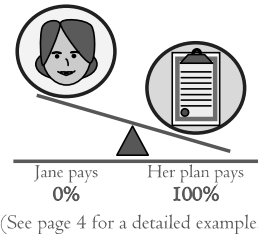
The percent (for example, 40%) you pay of the **allowed amount** for covered health care services to providers who do **not** contract with your **health insurance** or **plan**. Out-of-network co-insurance usually costs you more than **in-network co-insurance**.

Out-of-network Co-payment

A fixed amount (for example, \$30) you pay for covered health care services from providers who do **not** contract with your **health insurance** or **plan**. Out-of-network co-payments usually are more than **in-network co-payments**.

Out-of-Pocket Limit

The most you pay during a policy period (usually a year) before your **health insurance** or **plan** begins to pay 100% of the **allowed amount**. This limit never includes your **premium**, **balance-billed** charges or health care your health insurance or plan doesn't cover. Some health insurance or plans don't count all of your **co-payments**, **deductibles**, **co-insurance** payments, out-of-network payments or other expenses toward this limit.



(See page 4 for a detailed example.)

Physician Services

Health care services a licensed medical physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine) provides or coordinates.

Plan

A benefit your employer, union or other group sponsor provides to you to pay for your health care services.

Preauthorization

A decision by your health insurer or **plan** that a health care service, treatment plan, **prescription drug** or **durable medical equipment** is **medically necessary**. Sometimes called prior authorization, prior approval or precertification. Your **health insurance** or plan may require preauthorization for certain services before you receive them, except in an emergency. Preauthorization isn't a promise your health insurance or plan will cover the cost.

Preferred Provider

A **provider** who has a contract with your health insurer or **plan** to provide services to you at a discount. Check your policy to see if you can see all preferred providers or if your **health insurance** or plan has a "tiered" **network** and you must pay extra to see some providers. Your health insurance or plan may have preferred providers who are also "participating" providers. Participating providers also contract with your health insurer or plan, but the discount may not be as great, and you may have to pay more.

Premium

The amount that must be paid for your **health insurance** or **plan**. You and/or your employer usually pay it monthly, quarterly or yearly.

Prescription Drug Coverage

Health insurance or **plan** that helps pay for **prescription drugs** and medications.

Prescription Drugs

Drugs and medications that by law require a prescription.

Primary Care Physician

A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine) who directly provides or coordinates a range of health care services for a patient.

Primary Care Provider

A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine), nurse practitioner, clinical nurse specialist or physician assistant, as allowed under state law, who provides, coordinates or helps a patient access a range of health care services.

Provider

A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine), health care professional or health care facility licensed, certified or accredited as required by state law.

Reconstructive Surgery

Surgery and follow-up treatment needed to correct or improve a part of the body because of birth defects, accidents, injuries or medical conditions.

Rehabilitation Services

Health care services that help a person keep, get back or improve skills and functioning for daily living that have been lost or impaired because a person was sick, hurt or disabled. These services may include physical and occupational therapy, speech-language pathology and psychiatric rehabilitation services in a variety of inpatient and/or outpatient settings.

Skilled Nursing Care

Services from licensed nurses in your own home or in a nursing home. Skilled care services are from technicians and therapists in your own home or in a nursing home.

Specialist

A physician specialist focuses on a specific area of medicine or a group of patients to diagnose, manage, prevent or treat certain types of symptoms and conditions. A non-physician specialist is a **provider** who has more training in a specific area of health care.

UCR (Usual, Customary and Reasonable)

The amount paid for a medical service in a geographic area based on what **providers** in the area usually charge for the same or similar medical service. The UCR amount sometimes is used to determine the **allowed amount**.

Urgent Care

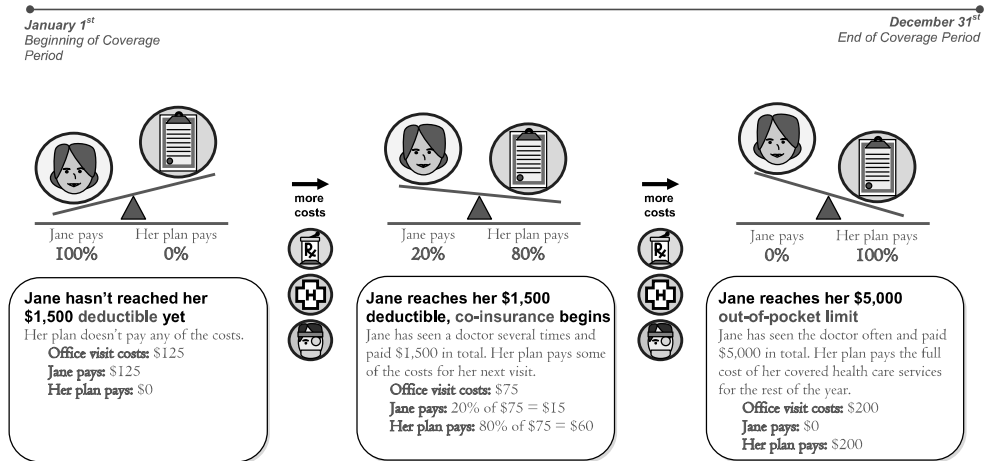
Care for an illness, injury or condition serious enough that a reasonable person would seek care right away, but not so severe as to require **emergency room care**.

How You and Your Insurer Share Costs - Example

Jane's Plan Deductible: \$1,500

Co-insurance: 20%

Out-of-Pocket Limit: \$5,000





1



2

3


Available in Canvas

3

4

What is Generative AI?

- Creates new works using examples
- Uses algorithms and patterns
- Can improve with training
- Does not "understand"
- "Hallucinates"
- Will be integrated into many other programs (e.g. Word, speech to text, misinformation, voice imitation, virtual actors, prediction, virtual reality, etc.)



4

5

How will these tools change...

- ... education for students?
- ... education for teachers?
- ... your field of study?
- ... our lives?

Discuss



5


6

Skills you will need

- Analysis of AI output
- Prompt engineering
- Hybrid writing skills
- Cognitive offloading
- AI training skills?
- An AI toolbelt
- AI detection skills (misinformation & "deep fakes")



6



7

Collective Intelligence:

Where do the capacities of our brains overlap with the technologies we collectively use?

Technology	Replaces Talents
Writing	Memorization
Paper	Notation
Printed Materials	Specialization
Maps	Orientation
Calculators	Mathematical skills
Google	Knowledge
Smart phones	Attention span
Translators	Linguistic Creativity

7

8

Pew Research Poll of Americans Nov. 1-7, 2021

Americans explain in their own words what makes them either more concerned or more excited about the increased presence of AI in daily life

% of U.S. adults who say that overall, the increased use of artificial intelligence computer programs in daily life makes them feel ...

More excited than concerned	Equally concerned and excited	More concerned than excited
18	45	37

8

Reasons: "More Excited" 9

- 31 Makes life, society better
- 13 Saves time, more efficient
- 10 Inevitable progress, is the future
- 7 Handles mundane, tedious tasks
- 6 Helps with work/labor
- 6 AI is interesting, exciting
- 6 Helps humans with difficult/dangerous tasks
- 4 More accurate than humans
- 4 Helps those who are elderly/have a disability
- 2 Personal anecdotes
- 2 Other people's fears based on sci-fi, not reality
- 7 Other

Reasons: "More Concerned" 9

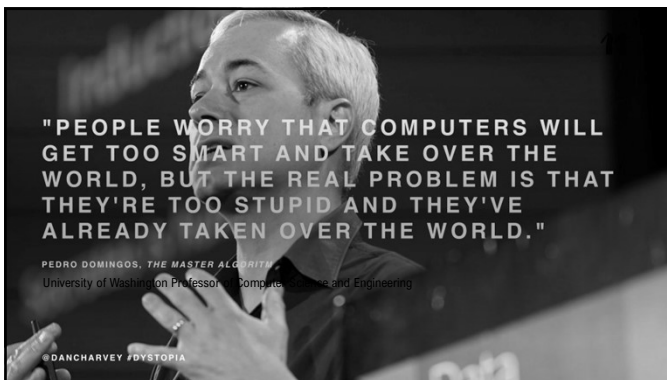
- 19 Loss of human jobs
- 16 Surveillance, hacking, digital privacy
- 12 Lack of human connection, qualities
- 8 AI will get too powerful, outsmarting people
- 8 People misusing AI
- 7 People becoming too reliant on AI/tech
- 6 AI fails, makes mistakes
- 3 Concerns about gov./tech companies using AI
- 3 Don't trust AI or people wielding it
- 2 Unforeseen consequences/effects
- 2 Loss of freedom
- 2 Human bias coded into AI
- 2 Lack of oversight and regulation
- 7 Other

9

<p>Reasons: "More Excited"</p> <ul style="list-style-type: none"> 31 Makes life, society better 13 Saves time, more efficient 10 Inevitable progress, is the future 7 Haridles mundane, tedious tasks 6 Helps with work/labor 6 AI is interesting, exciting 6 Helps humans with difficult/dangerous tasks 4 More accurate than humans 4 Helps those who are elderly/have a disability 2 Personal anecdotes 2 Other people's fears based on sci-fi, not reality 7 Other 	<p>Reasons: "More Concerned"</p> <ul style="list-style-type: none"> 19 Loss of human jobs 16 Surveillance, hacking, digital privacy 12 Lack of human connection, qualities 8 AI will get too powerful, outsmarting people 8 People misusing AI 7 People becoming too reliant on AI/tech 6 AI fails, makes mistakes 3 Concerns about gov't/tech companies using AI 3 Don't trust AI or people wielding it 2 Unforeseen consequences/effects 2 Loss of freedom 2 Human bias coded into AI 2 Lack of oversight and regulation 7 Other 	<p>10</p>
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Discuss:
Where are you on AI today? Why?
More excited than concerned, Equally concerned and excited,
More concerned than excited

10



"PEOPLE WORRY THAT COMPUTERS WILL GET TOO SMART AND TAKE OVER THE WORLD, BUT THE REAL PROBLEM IS THAT THEY'RE TOO STUPID AND THEY'VE ALREADY TAKEN OVER THE WORLD."

PEDRO DOMINGOS, *THE MASTER ALGORITHM*
University of Washington Professor of Computer Science and Engineering

@DANCHARVEY #DYSTOPIA

11

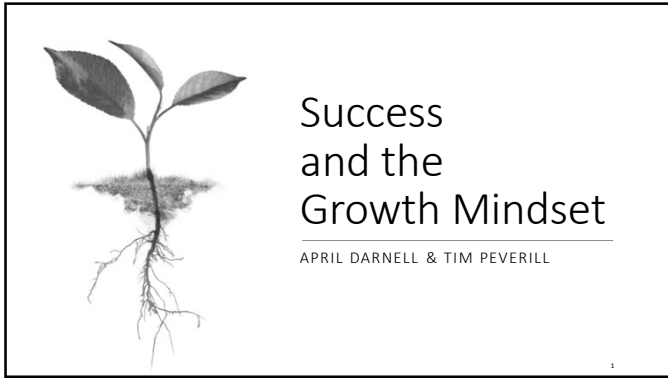


"Some people worry that artificial intelligence will make us feel inferior, but then, anybody in his right mind should have an inferiority complex every time he looks at a flower."

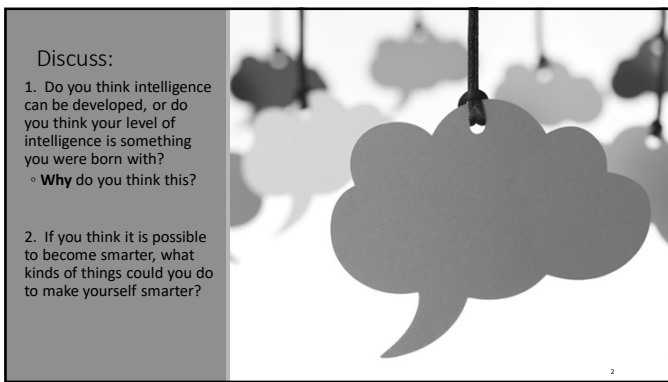
Alan Kay
President of Viewpoints Research Institute

Copyright Foster Text

12



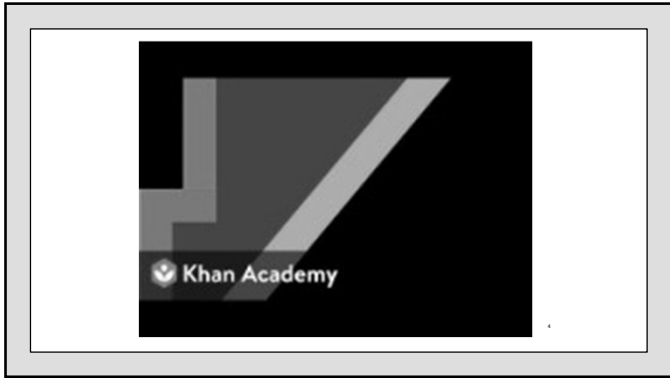
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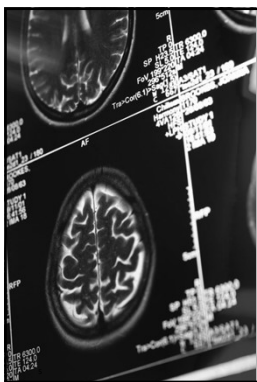
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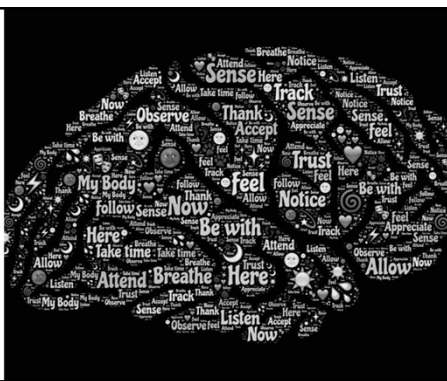
Discuss:

- According to the video, how do people become more intelligent?
- How does the diagram on the video of the neurons “At birth vs. At age 6” demonstrate this?
- How are our brains like muscles?
- When do our brains grow the most?

5

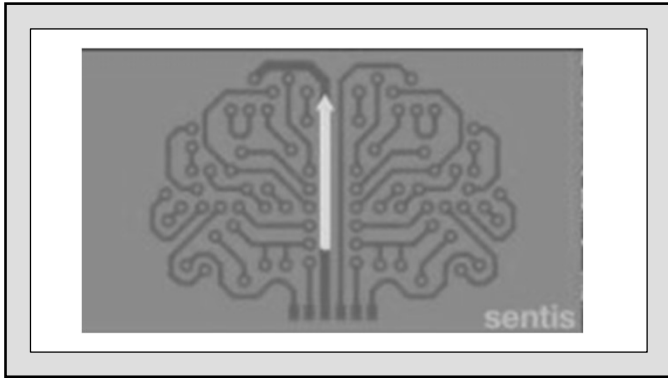
Neuroplasticity Video

Explains how our brains are capable of changing throughout our lives



The mind map features various words related to neuroplasticity and mindfulness, such as: Sense, Notice, Track, Listen, Trust, Feel, Now, Observe, Thank, Accept, Follow, Be with, My Body, Take time, Attend, Breathe, Here, Allow, and Notice.

6



7

Discuss:

- According to the video, what have scientists recently learned about how the brain works?
- How are the neural pathways in your brain like roads?
- How is this new knowledge about neuroplasticity good news for students (or anyone who wants to learn)?

8

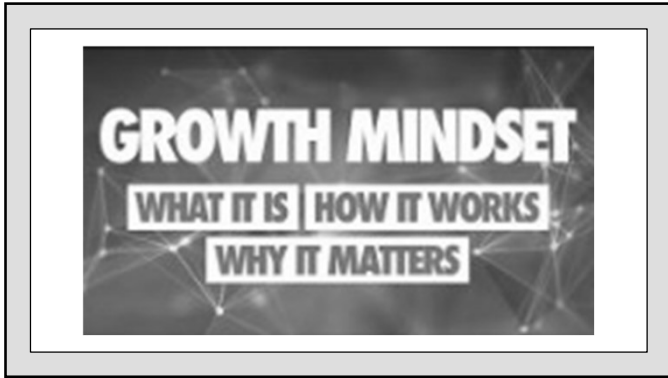
Discuss your experience:

Has there ever been a time in your life when you have had to work hard or take on challenges to learn?

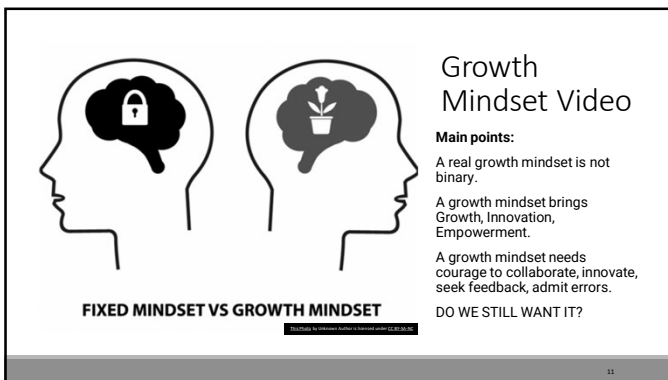
What strategies did you use to learn something or to improve a skill.

Share a story about a time when you made your brain smarter.

9



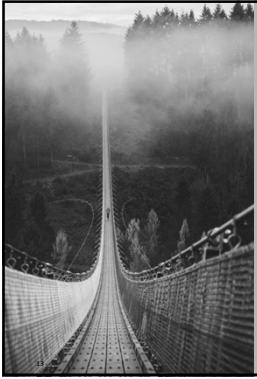
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11



12



Discuss:

- > Do you have an experience of when collaboration led to innovation?
- > In what situations is it hard to admit your errors? In what situations is it easy?
- > When seeking feedback, it is crucial to have already built bridges of trust. How do you do this in an academic situation?

13



14



Reflective Writing

Write about an area of your life in which you could benefit from developing a growth mindset.

OR

Write about something that you thought about today that you did not share with your group.

15

Research Compliance Overview - IRB

1

University Research Compliance Office

203 Fairchild Hall – Lower Mezzanine, Manhattan KS 66506
 Phone: (785) 532-3224, fax: (785) 532-5944
 email: comply@ksu.edu
<http://www.k-state.edu/comply/>

←————→

Brad Woods - Associate Vice President for Research Compliance

Heath Ritter - Director

Anna Lemmon– IACUC Coordinator

Lisa Brummett - Export Controls Compliance Officer

Greg Peterson – IBC Coordinator

MaKenna DeHart – Senior Administrative Assistant

2

The University Research Compliance Office (URCO) has responsibility for regulatory oversight of:

- Research involving Human Subjects (IRB)
- Research, testing, or teaching involving animals (IACUC)
- Research using recombinant DNA, toxins, or infectious agents (IBC)
- Research involving Controlled Unclassified Information(CUI)

The URCO has developed a comprehensive homepage for personnel involved in the activities listed above. The site contains applications for all three compliance committees and online training materials. The URL for the research compliance homepage is <http://www.k-state.edu/comply/>

3

“It is easier to ask for forgiveness than to ask for permission”

Not a good strategy for dealing with compliance issues!!

4

Immediately after World War II, many questions were raised about the ethical propriety of use of human subjects in biomedical research.

Nuremberg War Crimes Trials
1946



As a result of the revelations of serious abuses of human research subjects during the Nuremberg War Crimes Trials, **The Nuremberg Code** was formulated. It set standards for physicians and scientists using human subjects and was the Prototype code for human subjects research

5



The study lasted nearly 40 years
(Courtesy National Archives)

Infamous Cases: The Tuskegee Syphilis Study

- Men were recruited under false pretenses (free treatment)
- No informed consent
- Effective treatment withheld causing many unnecessary deaths (antibiotics)

6

In 1979, a blue-ribbon commission produced "The Belmont Report." The report developed three Basic Ethical Principles



1. Respect For Persons
2. Beneficence
3. Justice

7

The Belmont Report

Practical application of the the three Basic Ethical Principles of The Belmont Report leads to consideration of the following requirements

1. Informed Consent (Respect for Persons)
2. Risk/Benefit Assessment (Beneficence)
3. Equitable Selection of Subjects (Justice)



8

Research with Human Subjects

45 CFR Part 46 is the federal law that deals with human subjects research. According to Federal Regulations and University Policy, all research involving human subjects must receive prior review and approval from the Institutional Review Board (IRB).

"The Common Rule"



9

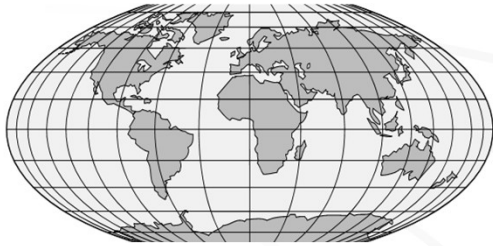
KSU has negotiated a formal agreement with the Office for Human Research Protection (OHRP) called a “Federalwide Assurance.” In it, we commit to performing research with human subjects in strict accordance with “Terms” detailed in the Assurance.



The KSU Federalwide Assurance number is FWA00000865 and it can be found at <http://www.k-state.edu/comply/>

10

Approval by The Committee on Research Involving Human Subjects (IRB) is fundamental to the conduct of human subjects research at KSU, and at other research institutions both inside and outside the U.S.



If research is performed in another country, applicable human subjects laws there must be followed

11

Research Involving Human Subjects

At KSU, the Institutional Review Board (IRB) is called “The Committee for Research Involving Human Subjects.” The committee has oversight responsibility for research activities that have people as subjects.



12

Federal regulations and the KSU FWA apply to all research involving human subjects.

- Research means a systematic investigation, including research development, testing and evaluation designed to develop or contribute to generalizable knowledge.
- Human Subject means a living individual about whom an investigator conducting research:
 - Obtains information or biospecimens through intervention or interaction with the individual, and use, study, or analyze the information or biospecimens; OR
 - Obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimens.

13

Before beginning an activity involving people, you need to answer three critical questions about it:



1. Is the activity in which you will be engaged RESEARCH, as defined in 45 CFR 46
2. Will the activity involve HUMAN SUBJECTS (as defined in 45 CFR 46)
3. Does the activity require IRB REVIEW and APPROVAL

14

Three Basic IRB Actions

- Full Committee Review
 - Activity exceeds "Minimal Risk"
- Expedited Review
 - Activity poses no more than "Minimal Risk"
 - Similar to every day risks
 - Activities involving **minors** and some other protected groups, i.e. prisoners, etc. cannot be exempt!
- Exempt IRB Review (limited IRB review)
 - Minimal to no risk
 - Identity protected
- Not Human Subjects Research



15

Identifying Risks

- Social and psychological risks are real risks
- IRB's should not rely solely on investigators to identify risks. They should use investigator's knowledge coupled with resident or consultative expertise of the IRB to identify risks.



16

Examples of Social and Psychological Risks

- Emotional distress
- Psychological trauma
- Invasion of privacy
- Embarrassment
- Loss of social status
- Loss of employment



17

Informed Consent is one of the most important parts of Human Subjects research. The consent process is a negotiation between the researcher and each potential participant, and requires clear and appropriate communication by researchers -

coupled with respect for the autonomy of the individual considering research participation



Elements of Informed Consent

18

One reason IRBs are necessary is because research investigators have an inherent conflict of interest. They should be dedicated to promoting the welfare of individuals, but as researchers, they seek to generalize knowledge applicable to persons or groups other than the individuals in their studies. The second goal may be in conflict with the first.



IRBs, on the other hand, have one paramount responsibility: **To protect the rights and welfare of human subjects**

19

Public Access to Information

Both the federal government and the State of Kansas have laws for facilitating public access to information. Consequently, KSU documents associated with research, testing and teaching activities including individual research protocols and reports, are subject to request by interested parties.



Remember that your research protocols may be requested and closely scrutinized for content and/or regulatory compliance by any number of individuals or groups with varying interests or agendas. Therefore it is important for both you and the university that research or teaching protocols are coherent, accurate, and adequately comply with both the spirit and the letter of applicable laws, regulations and guidelines



20

Being prepared is GOOD in research compliance!



Being unprepared or surprised is almost always BAD!

21

Applicable Laws, Regulations, and Policies

The Bottom Line:::

Research using humans, animals, or infectious, toxic, or genetically modified materials is heavily regulated, and is scrutinized by many different entities.



Compliance is a university priority and is basically the “Cost of Doing Business”

22

Regulatory Research Compliance

Institutional Animal Care and Use Committee (IACUC)
Dr. Sally Olson (2-5640)

Institutional Review Board (IRB)
Dr. Lisa Rubin (2-3224)

Institutional Biosafety Committee (IBC)
Dr. Harold Trick (2-1426)

Heath Ritter

Brad Woods

Anna Lemmon

Greg Peterson

Lisa Brummett

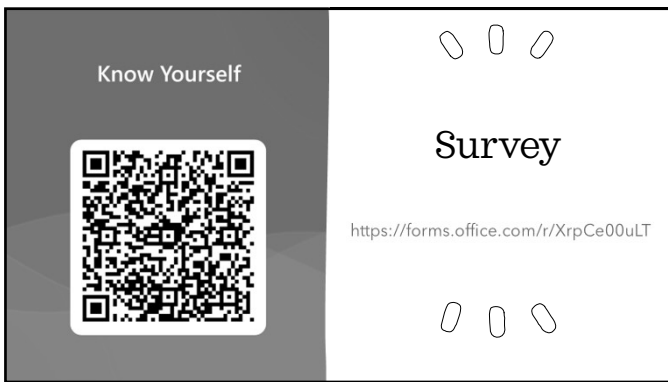
MaKenna DeHart

The University Research Compliance Office, 203 Fairchild Hall, 532-3224,
comply@ksu.edu, <http://www.k-state.edu/comply/>

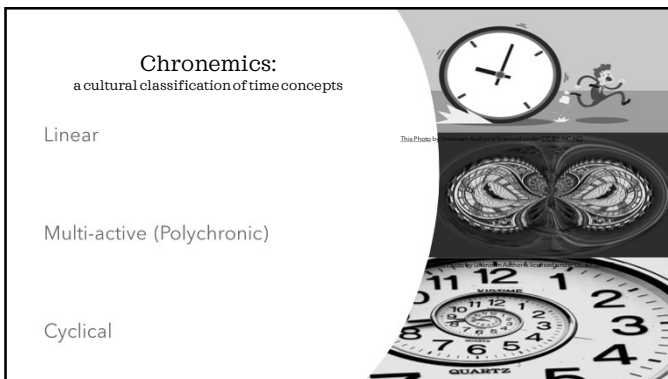
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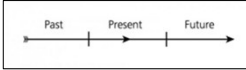



2



3

Linear

High Values

- Time management,
- Work efficiency
- Respect the clock
- Focus on one thing at a time
- Begin and end on schedule



Culture

- Predominant in northern Europe, Anglo-dominant countries
- Driven by industrialization
- Achievement of goals centralized
- Time is money

4

4

Multi-active / Polychronic

High Values

- More activities together
- Synergy and creativity
- Finish social conversations-don't let the clock stop you
- high-quality meetings involving everyone



Culture

- Predominant in southern Europe, Near East, African, Latin-dominant countries, India?
- Driven by community
- Energy and experience are centralized
- Time will stretch

5

5

Cyclical

High Values

- Do it right and time will make room
- Ritual, tradition, propriety, and respect
- Slow is fast when flow is achieved
- Anything worth doing is worth doing right and worth doing again
- Silence, empty space, and reflection have an important place in interactions and discussion


Culture

- Predominant in China, Japan, Korea?
- Patience brings all things back to you
- Wait for those above you
- Achievement of harmony is centralized
- Time is to be savored

6

6


Sorting into groups
Get out of your chairs



7

When I heard we were going to do a session on time management, I ...


... was quite interested ... not very interested



8

I believe that I do a pretty good job managing my time.

Yes (dark shade) No (light shade)



9

Observe Your Group

- What commonalities do you notice?
- How is your group different than the other 3 groups?
- (Think about both cultures and personalities)

10

10

Story Time: Find a partner.

Start a personal story with one of the following phrases:

- The first time I tried a time management technique, ...
- I know someone who is very into time management ...
- I realized I need to manage my time better when ...
- I used to be very concerned with time management ...

11

11

New Groups

Form groups of 4. Everyone should have a different color of card.
(Leftover people - Spread yourselves out into different groups.)

- Report to your new group the observations and discussions from your first group.

12

12

Individual Research Time: 5 minutes
 Find out as much as you can about one of the following time-management techniques.

10-minute rule	Pomodoro Technique
Eat That Frog (MIT)	Pareto Principle
Getting things Done (GTD)	ABCD analysis
Eisenhower Box	Inversion Checklist

13

13


Report to the Group

- Describe the technique or principle to the group.
- Tell what you like or dislike about the technique.
- What practical steps would you need to take if you tried this technique for one week.
- Is there another technique or principle or app that you think is helpful? Describe it and give your experience using it.

14

14

Application: Choose One



- 1) Write your **reflections** on any thoughts you had today or what you learned.
- 2) Write a time-management element into your "**Personal Action Plan.**"
- 3) **Thank** two of **your classmates** for teaching you something today.

15

15
