

EXHIBIT C

Final Report Guidelines

Please submit your single-spaced, 12 pt. font, 1" margin report electronically (either as .doc or .pdf files) to Lydia Bell at lbell@ncaa.org. The final report is due Monday, January 13, 2020. The first page of the document should be the "Project Brief" (described below), with the remainder of the report following the brief. Recipient may copy and paste the problem statement, conceptual framework, methodology and data collection sections directly from the original grant proposal if no changes were made during the grant period.

Sections of the Final Report:

1. Project Brief. This 1-page sheet should outline the problem the grant was designed to address, what was done to address the issue, discuss the findings of your work, and briefly outline how other campuses can adopt/adapt this program. This 1-page document should be written for a general audience. An Athletic Director, coach or student-athlete should be able to read this document and glean important information about your program. It can be graphical in format, bulleted, colorful—a compelling 1-page "handout."

2. Title Page

Development, Implementation, and Evaluation of the "Orientation for International Student Athletes" (OISA)

3. Problem Statement

International student athletes represent a large portion of the student body. Kim and colleagues (2009) reported 6.2% of student-athletes in American higher education institutions were international, and the NCAA (n.d.) recently reported that there are 19,617 international student-athletes in its collegiate system, which is rising annually. Oklahoma State University is no exception, where 348 international student athletes from 59 countries have matriculated through the university over the past 25 years, the majority within the past decade.

Unfortunately, many international athletes arrive on American campuses in sporting and academic environments where little support is provided (Baghurst et al., 2018). Consequently, many struggle to assimilate into a new culture, fit into a new sports program, and struggle academically (Lee & Opio, 2011). In general, international student athletes face many negative consequences and obstacles associated with being part of collegiate sports in a new country.

Student athletes spend much of their time in academic work and practice. Rather than develop programming that adds to their workload, the primary purpose of this project is to develop, implement, and then evaluate an entry-level academic course specifically designed to educate and aid incoming international student-athletes. The Orientation for International Student Athletes (OISA) will cover need-to-know topics that will supply international student athletes

with the tools necessary to be effective in the classroom and in their daily life. The project will result in a “best practices” manual that can be shared with other institutions interested in better assimilating international student athletes into their academic programs and culture.

4. Literature Review and 5. Conceptual Framework

The Literature Review and Conceptual Framework were developed using the following authors and articles as guidelines.

Topic	Rationale	Supporting Sources
Communication Skills and Interacting with Professors	Because many international students enter the university with limited English proficiency and a limited understanding of the American academic culture, students will learn about cultural norms of communicating and interacting with professors.	Lee & Opio, 2011 Robertson et al., 2000
Simulation and Role Play of Common Conversations	Students will be able to practice classroom conversations used in paired and group work in the university classroom.	Moder et al., 1995
University and Athletic Department Expectations of Student-Athletes	Students will learn the expectations the university and athletic department have for student-athletes. They will be able to discuss these expectations in order to understand them fully.	Applied English Center Student Handbook
The Academic Center’s Role in a Student-Athlete’s Athletic Experience	Students will understand how the Academic Enhancement Center can provide ways for them to be successful academically and athletically.	Applied English Center Student Handbook
Engaging and Interacting with the Community Part 1	Students will participate in a community service project that will expose them to the surrounding community and provide them experiences to understand the community in which they are living.	Lee & Rice, 2007
Successfully Taking Hybrid and Online Classes	Online classes are particularly challenging for students new to the university academic setting. This module will teach students the terminology and expectations of hybrid and online classes at the university.	Zhang & Kenney, 2010
Academic Writing in American Universities	Plagiarism is a concern with all students but particularly with international students because of the limited understanding of what plagiarism is. Students will simulate an experience that will illuminate the issue of plagiarism and how to avoid it when writing academic papers at the university. The purpose of the plagiarist simulation is to help students to understand why plagiarism is considered such a high offense in academia and educate them on support available.	Howard-Hamilton & Sina, 2001

Relationship Dos and Don'ts	There is a general need to assist international student-athletes with social and interpersonal adjustments as they transition to a new culture.	Newell, 2015
Budgeting and Finances	Students will learn about resources that will help them be financially responsible with any scholarship funding they will receive.	Lee & Opio, 2011
Strategies for Effective Time Management	Training demands limit the number of extracurricular activities, out-of-class activities, research opportunities, and group work. Students will discuss, learn, and practice a variety of time-management strategies to help them be time efficient and effective.	Lee & Opio, 2011
Dealing with Discrimination	There is plenty of empirical support to suggest that international student-athletes may receive discrimination from a variety of sources, including their professors. Students will learn how and why discrimination might occur and what steps can be taken to address and resolve it should it occur.	Bale, 1991 Blake, 2006 Engstrom et al., 1995 Lee & Rice, 2007
Religion and Religious Views in America	Students may not be familiar with religious differences and religious freedoms in America.	Lee & Opio, 2011 Newell, 2015
Engaging and Interacting with the Community Part 2	Students will share their semester-long experiences of engaging in the community and provide reflections with classmates.	Lee & Rice, 2007
Student-Athlete Advisory Committee	Student-athletes may struggle with their situation or sport, and are reticent about sharing their concerns. However, they have a voice in the NCAA through advisory committees at the campus, conference, and national level. However, many do not know the processes or procedures for getting help or learning more.	Pierce, 2012 Watson, 2005
NCAA Rules and Regulations Explained	It is vital for students to be cognizant of the rules that govern their athletic and academic experience. Students will be able to review the rules and have opportunities to discuss them and ask questions about them.	NCAA Rules and Regulations Manual

6. Methodology and Data Collection

When planning and implementing an international student-athlete orientation class, three tools were employed. First, two a **focus group** using an international student-athlete group and a **focus group** comprised of coaches who worked with international student-athletes. Second, **individual open ended interviews** took place with current international student-athletes. Third, throughout the course of the class, **ongoing reflection and observation** took place of students' performances and reflections from the variety of topics covered in the class.

Focus groups took place several months before the implementation of the class. These focus groups were separate for student-athletes and coaches and each took approximately one hour to complete (see Appendix A at the end of this document for questions used). The student group consisted of six international student-athletes: five male and one female. Students represented nations from Africa, Asia and Europe. Three coaches represented the coach focus group. They were all male with at least fifteen years of experience. They represented three sports that traditionally recruit international-student athletes. Each group was recorded and filmed, and data were analyzed for content and themes by three researchers.

7. Findings

Following the completion of the focus groups, four individual international student-athletes were interviewed and focused on three themes: First Year Experiences, Linguistic Experiences, and Cultural Experiences.

After transcribing the focus group discussions and individual interviews, data were analyzed, coded, and reviewed for themes. Emergent themes included: Language, Communication, and Comprehension; Culture, Integration, and Assimilation; and Academic and Athletic Rules, Regulations, and Policies. Using this content, the main goals of the course were to assist international student-athletes in orienting themselves to an American academic institution. Specifically, the goals were to:

1. Develop **cultural understanding** of an American academic institution, including campus life, the life of a university student-athlete, and interacting with the community.
2. Improve basic English language **listening comprehension and speaking skills** to be able to communicate effectively within the community.
3. Expand **English language communication skills**, specifically when communicating with peers, coaches, professors, and the community.
4. Create opportunities for students to use **reading comprehension skills, speaking skills, and writing skills** to investigate and apply their understanding of academic rules, regulations, and policies.
5. Enhance their awareness of **the importance of the athletic academic center to their academic development**.
6. Develop **time management skills and study strategies** necessary to be a successful student at an American academic institution.
7. By the end of the course, students will be more **aware of what is necessary to be a successful student-athlete at an American academic institution**.

8. Implications for Campus Level Programming

A detailed description of the contents of the class are included at the end of this document. Please refer to the document following entitled: **University Class for International Student-Athletes**

University Orientation Class for International Student-Athletes

Prepared for the NCAA

by

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Table of Contents

PART I – Planning and Preparation

- **Purpose**

- **Seven Steps of Syllabus Design and Lesson Planning**
 - a. Needs Assessment
 - b. Setting Goals and Objectives
 - c. Conceptualizing the Contents
 - d. Selecting/developing Materials and Constructing Activities
 - e. Organizing Contents and Activities
 - f. Evaluation
 - g. Consideration of Resources and Constraints

- **Course Syllabus**

PART II – 21 Lesson Plans Over 10 Topics

1. Communication Skills and the First Day of Classes
 - i. Lesson plans for day one and day two
 - ii. Relevant Materials
2. Understanding the Syllabus and Interacting with Professors

- i. Lesson plans for day one and day two
 - ii. Relevant Materials
- 3. Communicating with your Coach
 - i. Lesson Plans for day one
 - ii. Relevant Materials
- 4. Getting to Know the Academic Center
 - i. Lesson Plans for day one and day two
 - ii. Relevant Materials
- 5. Academic Integrity and Reflecting on the First Month of School
 - i. Lesson Plans for day one and day two
 - ii. Relevant Materials
- 6. Service Learning-Community Engagement Part 1-3
 - i. Lesson Plans for day one, two, three, four, five, six
 - ii. Relevant Materials
- 7. Homecoming
 - i. Lesson Plans for day one
 - ii. Relevant Materials
- 8. NCAA Rules and Regulations/ University Student-Athlete Handbook
 - i. Lesson Plans for day one and day two
 - ii. Relevant Materials
- 9. The Plagiarist Simulation
 - i. Lesson Plans for day one and day two
 - ii. Relevant Materials

10. Academic Writing in American Universities-APA/MLA Citation

- i. Lesson Plans for day one
- ii. Relevant Materials

PART III – Appendices & References

PART I – Planning and Preparation

Purpose

The purpose of this project was to develop, implement, and assess an academic class specifically designed to educate and support international student-athletes. This document includes the process for developing the contents of the class (syllabus, lesson plans) used as part of the pilot study as well as the actual contents used.

Seven Steps of Syllabus Design and Lesson Planning

Prior to the development of the syllabus and course content, a variety of steps were taken to ensure that content was relevant and applicable to an international student-athlete. Detailed in this section are the seven steps used.

1. Needs Assessment

When planning and implementing an international student-athlete orientation class, three tools were employed. First, two a **focus group** using an international student-athlete group and a **focus group** comprised of coaches who worked with international student-athletes. Second, **individual open ended interviews** took place with current international student-athletes. Third, throughout the course of the class, **ongoing reflection and observation** took place of students' performances and reflections from the variety of topics covered in the class.

Focus groups took place several months before the implementation of the class. These focus groups were separate for student-athletes and coaches and each took approximately one hour to complete (see Appendix A at the end of this document for questions used). The student

group consisted of six international student-athletes: five male and one female. Students represented nations from Africa, Asia and Europe. Three coaches represented the coach focus group. They were all male with at least fifteen years of experience. They represented three sports that traditionally recruit international-student athletes. Each group was recorded and filmed, and data were analyzed for content and themes by three researchers.

Following the completion of the focus groups, four individual international student-athletes were interviewed and focused on three themes: First Year Experiences, Linguistic Experiences, and Cultural Experiences.

Last, throughout the class, student needs with respect to content and learning were reflected upon throughout the course. Adjustments were made as necessary.

2. Setting Goals and Objectives

After transcribing the focus group discussions and individual interviews, data were analyzed, coded, and reviewed for themes. Emergent themes included: Language, Communication, and Comprehension; Culture, Integration, and Assimilation; and Academic and Athletic Rules, Regulations, and Policies. Using this content, the main goals of the course were to assist international student-athletes in orienting themselves to an American academic institution.

Specifically, the goals were to:

8. Develop **cultural understanding** of an American academic institution, including campus life, the life of a university student-athlete, and interacting with the community.
9. Improve basic English language **listening comprehension and speaking skills** to be able to communicate effectively within the community.

10. Expand **English language communication skills**, specifically when communicating with peers, coaches, professors, and the community.
11. Create opportunities for students to use **reading comprehension skills, speaking skills, and writing skills** to investigate and apply their understanding of academic rules, regulations, and policies.
12. Enhance their awareness of **the importance of the athletic academic center to their academic development**.
13. Develop **time management skills and study strategies** necessary to be a successful student at an American academic institution.
14. By the end of the course, students will be more **aware of what is necessary to be a successful student-athlete at an American academic institution**.

3. Conceptualizing the Contents

Contents were also based on a comprehensive literature search used to develop topics and their rationale for inclusion. Topics, their rationale, and supporting sources are presented in Appendix B at the end of this document.

4. Selecting/Developing Materials and Constructing Activities

To date, there is no data supporting a student-athlete orientation class. Therefore, the contents of this class were developed from the aforementioned strategies in addition to conducting a needs analysis from students at the university. Different academic institutions could possibly have other concepts and skills that need to be addressed. Therefore, the outline and contents of this program may need to be adjusted as necessary.

5. Organizing Content and Activities

The content of this class has been organized around three main themes: (a) Language, Communication, and Comprehension, (b), Culture, Integration, and Assimilation, and (c) Academic and Athletic Rules, Regulations, and Policies. These themes are dispersed throughout the course. This is to be able to introduce and reintroduce themes so that students have time to process each theme in small chunks before it is reintroduced again. Second, language learners benefit from repetition and this takes that into consideration. All content and activities created consider second language learners using a multimodal approach, where the use of modeling and other strategies benefit second language learners.

6. Evaluation

Evaluation took place throughout the semester during and following every class using alternative forms of assessment. The post-task gave learners a chance to apply what they had learned and demonstrate understanding. A midterm and final evaluation were also included, but not considered within the formal grade. Rather, they were designed for learners to reflect on what they had learned in the modules. This was also a chance to assess student learning and make changes to the course as needed.

7. Consideration of Resources and Constraints

Last, and prior to implementation, consideration of resources and constraints took place. This is necessary given the resources of the academic institution, the availability of students for opportunities outside of the classroom (e.g., field trips), and the size of the class.

Course Syllabus



Oklahoma State University

School of Kinesiology, Applied Health, & Recreation

HHP 3010 International Student-Athlete Orientation

Instructor: Stephanie Coca

Office: 150 Athletics Center

Email: stephanie.coca@okstate.edu

Phone: 405 744 3888

Office Hours: by appointment

Overview of the Course

The purpose of the course is to introduce new international students to university academic life and extracurricular athletic expectations of student-athletes in the United States . This course provides a platform from which students new to the United States and the American university system can acquire the necessary skills and knowledge to be successful in their new environments.

Course Prerequisites

None

Course Goals

Students will gain knowledge of common norms at American universities as well as how to interact and engage in the community. Students will be able to understand the importance of the role of “student” in the title student-athlete.

Course Objectives

Identify what it takes to be a successful student at an American university.

1. Expand English language reading comprehension, writing, and communication skills.
2. Develop English language communication skills through simulation and role play experiences.
3. Learn beneficial skills in service learning and integrating with the community in which they live.
4. Develop vital academic skills and strategies that promote academic success

Grading Procedures

The grade for each student is based upon:

A. Midterm Reflection	50 points
B. Final Reflection	50 points
C. Assignments	400 points
D. Attendance and Participation	100 points
	1000 points possible

Letter grades will be assigned according to the standard scale.

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 59% or below

Policy on Attendance

Students are expected to be present at all class times. Attendance is mandatory and points will be deducted for missing role or not attending class. One absence is permitted without affecting grade. Any student absent as an "official representative" of the University **must** make arrangements for makeup work **prior** to the anticipated absence.

General Expectations

By enrolling at Oklahoma State University, you accept responsibility for complying with all University policies and contracts, and for local, state and federal laws on- or off-campus that relate to the University's mission. **The Student Rights and Responsibilities Governing Student Behavior** document explains the standards of behavior expected of you, processes in place for enforcing the rules, and the University's response to violations (www.okstate.edu/ucs/srr.html). In general, the University expects you to respect the rights of others and authority, represent yourself truthfully and accurately at all times, respect private and public property, and take responsibility for your own actions and the actions of your guests. Call 405-744-5470 for more information.

Class Expectations

The nature of this course dictates that you will be working with others in your class and possibly persons outside your class. You are expected to respect the instructor, other students, and others who might be involved in the class by adhering to the following class rules:

General:

1. Your cell phone should be turned to vibrate or off and not used for any reason during the class unless I have given you special permission **before** that class period (e.g. an emergency). If you do use your phone during class, you may be asked to leave for the remainder of that class.
2. Arrive on time to class. If you arrive **after** the role has been taken you will be counted absent.
3. Be polite and respectful to others and their opinions.

Assignment Expectations:

1. Everything submitted to the instructor must be:
 - a. Double Spaced
 - b. Times New Roman font
 - c. Font size 12

Make-up Policy

Students are expected to take each exam on the date given and submit each assignment in a timely manner. If you do not, you receive a 0% for that test. If you are away for some reason at that time (e.g. a conference), you must make arrangements with me **before** the deadline, **not** after.

Online Classroom (Canvas) Support

Call 405-744-HELP (4357)

Flexibility Clause

While the provisions of this syllabus are as accurate and complete as possible I reserve the right to change any provision herein without actual notice if circumstances so warrant. Effort will be made to keep you advised of such changes and information about such changes will be available from me. It is your responsibility to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

University Policy

Drop Policy

<http://osu.okstate.edu/acadaffr/aa/DropAdd.htm>

Academic Integrity

Oklahoma State University is committed to maintaining the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, fraudulently altering academic records, and similar behaviors) will result in a sanction. Sanctions include: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity (F!) on your transcript, and being suspended from the University. You have the right to appeal the charge. For a brief overview of the policy you can watch the [video](#) or contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, academicintegrity.okstate.edu.

Accessibility

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the Office of Student Disability Services at 315 Student Union before the end of the first week of the class. For more information about OSU Student Disability Services, please go to: <http://www.okstate.edu/ucs/stdis/>.

Syllabus Attachment

<https://academicaffairs.okstate.edu/sites/default/files/Fall%202018%20Syllabus%20Attachment0.pdf>

Tentative Schedule

Date	Topic	Assignment
Week 1	Communication Skills and the First Day of Classes	Bring a syllabus for each of your classes next week. Campus exploration assignment due
Week 2	Understanding the Syllabus and Interacting with Professors	Syllabus Reflection Communication with Professor due
Week 3	Communicating with Coaches: Coach and Player Expectations	Communication with Coach Reflection due

Week 4	Strategies for Effective Time Management and The Academic Center's Role in a Student-Athlete's Athletic Experience	Time Management and Study Skills forms due Scavenger Hunt due
Week 5	Academic Integrity	Academic Integrity News Article Violation due
Week 6	Engaging and Interacting with the Community Part 1	First Month FlipGrid due Community Service FlipGrid due
Week 7	Midterm Exam	
Week 8	Engaging and Interacting with the Community Part 2	Visiting Our Friends Lesson Plan and Reflection due
Week 9	Homecoming/Student-Athlete Advisory Committee	Homecoming Experience Comparison due
Week 10	NCAA Rules and Regulations Explained- The Contract	Contract Reflections due
Week 11	University and Athletic Department Expectations of Student-Athletes	In Class Presentations

	NCAA Rules and Regulations Explained-The Student-Athlete Handbook	
Week 12	Plagiarism Simulation Part 1	Review Plagiarism Readings
Week 13	Plagiarism Simulation Part 2	Summarize and Reflect on What is Plagiarism at an American University.
Week 14	Academic Writing in American Universities- APA/MLA Citation	Reference and Citation Practice Due
Week 15	Engaging and Interacting with the Community Part 3	Community Engagement/Service Learning Essay due
Week 16	Thanksgiving	No assignments due
Week 17	Final Exam	

PART II
21 LESSON PLANS OVER 10 TOPICS

Week 1, Day 1 –International Student-Athlete Orientation Class

Overall Instructional Goal

- Students will be able to understand what the first day at American academic institutions looks like.

Learning Objectives

- Students will be able to explore a teacher's role and a student's role on the first day in an American academic institution classroom.
- Students will use language to role play different situations that may occur in a first day classroom using specific first day vocabulary.
- Students will be able to develop a deeper cultural understanding of an American academic institution classroom and its procedures.

Why This Lesson?

- Student -Athletes must know how to start the semester off in a positive note. Knowing what to expect even on the first day of classes will ensure a positive experience between student and professor.

Materials

- Google slideshow with links to videos. **Appendix 1**
- Role-play script starters. **Appendix 2**

- Role-play listening sheets.

Appendix 3

THE PLAN	WHY
<p>Orientation (5 min.)</p> <p>Ask: Write down some things you may expect to do, see, hear or say on your first day in each of your classes.</p>	<p>I want to access the students' background knowledge by asking them about something they know. They know what they are accustomed to seeing in their countries for the first day of classes. This gives them a chance to think of the vocabulary that will be hearing and write it down.</p>
<p>The 'Connection': Now I am going to show you a couple of videos that show the first day of classes at American universities. Please check off anything you hear that you had written on your list of what to expect on the first day.</p>	

Presentation (20 min.)

After each video, I will ask the students if they checked anything off from their list. I will also ask them if they heard any new terminology and to write it down. Students will also reflect on the cultural differences from the first days of school in their countries.

We will next look at our vocabulary and phrase lists and compare notes. I have my list in the slideshow. If there is a term that a student does not know, we will discuss it.

I will ask the question: “What is the professor’s job for the first day of class?” “What are they trying to accomplish?”

Students will brainstorm this, and we will compare it to my list in the slideshow.

I want the students to become familiar with what they will see and hear when they go to class. I their anxiety level lowered. It is important for them to be familiar with and function within the norms.

The ‘Connection’: Now that you know what the first day of university classes looks like in the United States, we are going to role-play some situations that could occur in class. This will prepare you to engage in class or even ask questions of your professor after class or in class!

Engagement (20 min.)

Students will be separated into three groups.
Each group will be given a role-play situation that they will write and act out for the class.

They are:

Introductions and Getting to Know You,
Expectations and Assignments (i.e. syllabus),
Asking a question in class.

Students will be given an outline to follow.

Each participant needs to have at least five lines.

It is very important for second language learners to be able to practice what they want to say before they actually say it. Doing this with tasks helps them to be better understood, gives them more confidence to engage in communication, and prepares them for language they may not have predicted on their own.

THE PLAN

WHY

The ‘Connection’: Now that we have prepared a role-play for each situation, we will present them to the class. Please listen to your classmates and be prepared to respond with “I liked, I wish, I wonder”.

<p>Assessment/Evaluation (20 min.)</p> <p>Students will present their role-plays. Those listening will have a sheet in front of them that has three sections. On each section, there will be:</p> <p>I like....</p> <p>I wish.....</p> <p>I wonder.....</p> <p>This will provide feedback about the presenters and their role-play. It will also spur conversation about items that may be missing in each situation.</p>	<p>This process engages speaker and listener. Students will get feedback on whether they are comprehensible or not, if they asked appropriate questions, and if there is something else they could incorporate into their conversation.</p>
<p>The ‘Connection’: You are now prepared for your first day at an American university! Make sure to sit in the front of the class. Now let’s talk about what you need for our next class.</p>	

<p>Expansion/Homework (5 min.)</p> <p>After your first day of classes on Monday and Tuesday, write in your journal about your experiences. Did today's lesson help prepare you at all? What else did you need to know before you went to your first class? Turn in this journal to canvas in a word document. Print a syllabus for each of your classes and bring them to class the next class.</p>	<p>I would like for the students to provide a reflection about their first day of class in each of their classes in writing. They have the opportunity to do this privately so that they can feel comfortable to ask me questions and to express any needs or concerns they may have.</p>
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Special Notes:

Appendix 1:

Welcome to HHP 3010

Stephanie Coca

1

First Day!

Write down some things you may expect to do, see, hear or say on your first day in each of your classes.

2

First Day Videos- Check off anything you hear that you had written on your list of what to expect on the first day.

https://youtu.be/lnvok8_R90v4I

<https://youtu.be/bel5raVC8t4>

<https://youtu.be/BSQvNmlnqZc>

Important Vocabulary for the First Day

- Syllabus "syllabus week"
- Freshman, Sophomore, Junior, Senior
- Put away cell phones and laptops
- Show your ID
- There will be repercussions
- Call on students
- Be prepared not unprepared
- Showing up to the wrong class
- Best Resource- Talk to the professor
- Introductory classes are BIG classes

Professor's Job the First Day

- Set the tone
- Ice breaker
- Explain course expectations
- Ask questions/ Answer questions
- Expects students to get answers on the first day.

5

Role Play-In pairs

Introductions and Getting to Know You

Expectations and Assignments (i.e.) Syllabus

Asking a question in class.

6

Homework

1. After your first day of classes on Monday and Tuesday, write in your journal about your experiences. Did today's lesson help prepare you at all? What else did you need to know before you went to your first class? Turn in this journal to canvas in a word document.
2. Print a syllabus for each of your classes and bring them to our next class.

Appendix 2:

Role-Play Reflection

Instructions: Please watch your classmates' role-plays. After each one, answer the three questions below.

1. I like..... (What did you like about your classmates' role-play?)
2. I wish (What do you wish you would have seen in the role-play?)
3. I wonder (What do you still have questions about or do not understand about the content of the first day at an American university?)

1. I like.....
2. I wish.....
3. I wonder.....

1. I like.....
2. I wish.....
3. I wonder.....

1. I like.....
2. I wish.....
3. I wonder.....

Appendix 3:

First Day at an American University Role-Play Created by Stephanie Coca

Instructions: You and your partner will write a conversation between a professor and a student that occurs in the middle of class. The student may ask the professor a question or the professor may ask a question to a student. The conversation can be when the student is working in a small group with his or her classmates or when the student is sitting and listening to the professor's lecture. You and your partner can choose the situation that occurs in class on the first day of school. Each participant needs to write at least five lines of the conversation. You will then perform the conversation "Role-Play" in front of the class.

Role-Plays and Helpful Phrases

Role-Play 1

Introductions and Getting to Know You

- Let's all introduce ourselves
- Tell me a little bit about yourself
- Walk around and find out about your classmates
- Name tags
- "About Me" inventory
- We are going to do an icebreaker

Role-Play 2

Expectations and Assignments (i.e.) Syllabus

- Follow the syllabus
- There will be repercussions if.....
- The objectives of this class are.....
- Be prepared
- You will have a term paper and four exams.
- Due dates
- Late work is not accepted

Role-Play 3

Asking a Question in Class

- Raise your hand if you have a question
- Do you have a question?
- I don't understand.....
- Can you help me to understand what this means in the syllabus?
- Can you explain....
- What are your expectations for the assignment?
- My expectations for you are....
- I expect you to ask me questions
- Email me or come by at office hours to see me

Week 1, Day 2: International Student-Athlete Orientation Class

Overall Instructional Goal:

- Students will be able to practice basic English skills (polite requests for information) while orienting themselves to their new environment.

Learning Objectives:

- Students will be able to discover important places on campus to eat, buy necessities, and or join organizations or clubs.
- Students will use basic language skills to read campus maps, posted signs, and ask questions.

Why This Lesson?

- International Student -Athletes are very shy when they first arrive and do not have time to get acclimated to their environment. Results from the needs analysis demonstrated that it is important to guide students with a second language through the process the first time. Requiring the students to have a conversation at a place on campus forces them to interact and helps them come to the realization that they can do it.

Materials

- Students will download the campus app that has maps for food, organizations, etc.

THE PLAN	WHY
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<p>Orientation (5 min.)</p> <p>Ask: Have you downloaded the campus app to find the find places on campus? Today we will do this as preparation for an out-of-class assignment that you will do the second half of this class period.</p>	<p>Those that have already downloaded it can help others to download the app. I want to be able to show them all of the functions of the app that can help them get around campus and beyond.</p>
<p>The ‘Connection’: Now I am going to show you the resources that are available with the app. Later you will use the app to explore campus and do your assignment for today’s class.</p>	
<p>Presentation (10 min.)</p> <p>Walk through the app on the projector while the students walk through it on their phones. I will highlight locations of some of the main areas on campus. Finally, I will ask students to think about some of the places that they may want to visit.</p>	<p>It is important for students to be familiar and comfortable with the technology. This is a time for them to ask questions about how to use the app.</p>
<p>The ‘Connection’: Take a minute to write down a list of restaurants, stores, or university organizations you would like to visit on campus. In a minute, we will brainstorm questions we may ask at these locations to find out more information about what they offer.</p>	

<p>Engagement (20 min.)</p> <p>Students will make a list of restaurants, stores, or university organizations they would like to visit on campus.</p> <p>I will ask each student to share where they would like to explore. As a class we will brainstorm questions to ask the location to find out more information. Students will be able to make a list of possible phrases to use when they visit their sites.</p>	<p>When learning a second language, speaking in the second language environment can be very anxiety provoking. Preparing and practicing before engaging in public lowers anxiety. In addition, having a sort of “cheat sheet” of phrases gives students a feeling of security with spur of the moment speaking situations.</p>
THE PLAN	WHY
<p>The ‘Connection’: Now you are ready to go on your adventure around campus! You will find one restaurant, one store, or one organization on our campus to explore. Only one of your locations can be at the Student Union. The other place must be in a different building.</p>	

Assessment/Evaluation (20 min.)

Students will head out on their adventures to engage in the task. The adventure is their task for the day. At each location, students must take a "selfie" and find out information. They can ask about their hours of operation or what kind of food they have. They can ask for a price or if their meal card works at a restaurant. They are able to use the phrases we brainstormed together.

This real-life activity or task is important because it breaks the ice for future engagements in “real world” L2 communication. Many international students only stay within their cultural group and never put themselves into a situation where they must communicate in the second language. Once they do, they realize it is not so bad and have the confidence to try it again.

The ‘Connection’: After you visit your locations today, please go to our class on Canvas and do the expansion assignments.

Expansion/Homework (5 min.)

Once they have been to both locations, they will create a document that contains the names of the locations they visited. They will write down what they said at each location. Include their selfies and turn in their assignment on Canvas.

Finally, they will create two videos on their cell phone. In video 1 you will describe the first location they explored and what they learned there. In video 2 they will describe the second location they explored and what they learned there. Students will post both videos to FlipGrid and respond to two of their classmates' videos. There is no specific format for what to say in the students' responses. I just want them to practice responding to learn how to do it.

It is important for students to reflect on their learning. Writing and talking about their experiences helps students remember what occurred, as well as, what changes they may make the next time. For example, if they were misunderstood, they can reflect on how to better say what they were trying to communicate the next time they are in that situation. It is also important for their classmates to see what they have done so that they can learn from each other.

Special Notes:

Week 2, Days 1 & 2: International Student-Athlete Orientation Class

Overall Instructional Goal:

- Students will be able to read, understand and analyze their syllabi for each of their classes.

Learning Objectives:

- Students will be able to understand the importance of time management skills by reading a syllabus and finding the important parts of a syllabus.
- Students will use language to create a weekly calendar and a major assignments calendar for each of their classes and they will discuss other important aspects of the syllabus.
- Students will be able to understand the cultural importance of a syllabus in American university settings.

Why This Lesson?

- International student-athletes often do not know what a syllabus is or what it is used for. Since this is a major component to every college course in American universities, it is vital they know what it is and how to use it.

Materials

- Google slideshow. **Appendix 4**
- <https://www.stepp-program.org/family-modules/communication/sending-emails>
- Weekly Action Plan **Appendix 5**
- Major assignments template: Semester at a glance **Appendix 6**
- Syllabus Worksheet **Appendix 7**

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>Ask: How was your first week of school?</p> <p>Does everyone have a syllabus for each of their classes?</p>	<p>I want the students to reflect together about their first week of school and discuss similarities and differences to perhaps learn things they could do that they did not. I also want to know if everyone was able to get a syllabus so that if not, we can get on the computers and print them out from Canvas before we start our first activity.</p>
<p>The ‘Connection’: Today we are going to work individually, and I will walk around to help each of you. We will be reading our syllabi and documenting important features from them.</p>	
<p>Presentation (20 min.)</p> <p>I will pass out 3 papers to the class: Weekly Action Plan, Semester at a Glance, and Syllabus Worksheet.</p> <p>I will ask students to get out one of their syllabi and begin reading through it using the Syllabus Worksheet. They will get a new syllabus worksheet</p>	<p>Because the syllabus is a “legal contract” between the teacher and the student, it is really important for them to read it thoroughly. This gives students the opportunity to be guided</p>

for each syllabus they read. (Have a pile of the worksheets available.) As they fill out the worksheet, it will lead them to fill out the semester at a glance and the weekly to do list.	to the important features as they read through each syllabus.
The ‘Connection’: Let’s talk about our syllabus analysis. Has anyone had any questions about something in their syllabus?	
<p>Engagement (20 min.)</p> <p>Use the slide show to have students learn how to write an email to a professor. First, I will have a graph that has inappropriate and appropriate phrases. Students will check off what they feel are appropriate phrases to use in an email to a professor.</p> <p>Students will then look at two emails and decide which is the most appropriate. They will do this by looking at the structure (heading, body, etc.). They will use the one that is most appropriate as a guide to help them write an email to their professor with a question about the syllabus.</p>	<p>All students struggle with writing appropriate emails to their professors, especially international students. This activity gives students an awareness of the importance of writing an email that will look professional and be acceptable to a professor.</p>
THE PLAN	WHY

The ‘Connection’: Although we do not have time to write the email in class, I want you to write one for homework and to send to one of your professors.

Assessment/Evaluation (20 min.)

Prepare an email to a professor and ask him or her about one item on their syllabus.

Send me a copy of the email to my email at stephanie.coca@okstate.edu.

I would like for them to practice writing an actual email before it is necessary to write an email that involves a stressful situation. In addition, initiating communication with a professor helps to create a positive relationship that can be built upon for the benefit of the student.

The ‘Connection’: Your homework assignment will be to reflect on the process of reading a syllabus and communicating with your professor.

Expansion/Homework (5 min.)

Answer the following question and submit it to canvas.

Did reviewing your syllabus and speaking with your professor through email help you to understand what is expected of you in class? Explain.

I would like for the students to share their reflections about this assignment so that I can determine what may need to be altered for the next group of students. It is also important to know who still needs support in this area. Their reflections will help me to know that.

Special Notes:

Appendix 4:

HHP 3010- You made it through the first week!

Day 3

Syllabus- Print and Read

1. Look for major assignments and make a calendar.
2. Create a weekly calendar.
3. Look for extra information you may need.
4. How does your professor want you to communicate with him or her?

<https://www.stepp-program.org/family-modules/communication/sending-emails>

Do	Don't

When writing an email to your professor, it is important to use the proper method of communication. Please read the phrases below. Categorize what you **SHOULD** do when emailing your professor and what you **definitely DON'T** do when emailing your professor.

- Leave the subject line blank.
- Hey,
- Use informal language like "Tix"
- Sincerely,
- Capitalize proper nouns
- Address your professor by his/her first name.
- Be professional
- Be casual.
- Dear Professor,
- Dear Dr. Jones,
- Hello Mr. Jones,
- Use complete sentences.
- Use correct punctuation.
- Write it like a text message.
- Make a long subject line.

Send

To... Professor's Email Address

Cc...

Bcc...

Subject:

hey,

can you send me the slides from class today b/c I was out and missed it.

Thank!!!

Cameron

Send

To... Professor's Email Address

Cc...

Bcc...

Subject: Questions about PSYC 1000-002 exam

Dr. Smith,

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

Thanks for your help,

Jane

Any Questions after the First Week?

<https://www.stepp-program.org/family-modules/communication/sending-emails>

Appendix 5:

Weekly Action Plan

1. Have you checked your email? ☐

2. Log in to the course website

- Check for announcements, assignments, and due dates.
- Add action items to your weekly schedule below on the days you plan to work on or complete them.

Monday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Tuesday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Wednesday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Thursday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Friday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Important Action Items for Next Week

-
-
-
-
-
-

Appendix 6:

Name: _____

Semester at a Glance

Important Dates:

<p style="text-align: center;"><u>January</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>	<p style="text-align: center;"><u>February</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>
<p style="text-align: center;"><u>March</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>	<p style="text-align: center;"><u>April</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>
<p style="text-align: center;"><u>May</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>	<p style="text-align: center;"><u>Miscellaneous</u></p>

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Name:

Semester at a Glance

Important Dates:

<p style="text-align: center;"><u>August</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>	<p style="text-align: center;"><u>September</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>
<p style="text-align: center;"><u>October</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>	<p style="text-align: center;"><u>November</u></p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p> <p>_____ paper/project/exam due: _____ (course) (date)</p>

<u>December</u>	<u>Miscellaneous</u>
_____ paper/project/exam due: _____ (course) (date)	
_____ paper/project/exam due: _____ (course) (date)	
_____ paper/project/exam due: _____ (course) (date)	
_____ paper/project/exam due: _____ (course) (date)	

Appendix 7:

Reading a Syllabus

Instructions: As you read through your syllabus, answer the following questions.

1. What is the name of the course?
2. Who is the professor of the class?
3. Is there a teaching assistant (TA)?
4. Who do you contact if you have questions about the course? The professor or the TA?
5. How do you contact the professor or TA?
6. If your professor or TA would like questions sent by email, are there rules for how to send the email?
7. What are the major assignments that are due in each class throughout the semester?
8. Fill in your Semester-at-a-Glance sheet with any large assignments you find.
9. What do you have due this week?
10. Fill in your Weekly To Do List sheet with assignments that are due this week.
11. Are there extra credit opportunities in your classes? If they have due dates, add them to your Semester-at-a-Glance.

Week 3: Communicating With Your Coach

Overall Instructional Goal:

- Students will be able to understand how to effectively communicate with a coach.

Learning Objectives:

- Students will be able to role-play an interaction with a classmate between a coach and a player.
- Students will use language to create a conversation using learned phrases to practice and interaction between a coach and a player.
- Students will become more familiar with the necessary cultural expectations of playing a sport in the United States.

Why This Lesson?

- Student-athletes from other countries have a very different idea of what it means to be an athlete in the United States, including dealing with an injury, time practicing, the amount of games played in a season, and expectations of coaches. It is important for players to communicate with their coaches so that everyone involved understands the expectations.

Materials:

- Google Slideshow
- 3 Questions Every Athlete Should Ask the Coach - <https://drstankovich.com/3-questions-every-athlete-should-ask-the-coach/>

Appendix 8

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>Ask: What was your relationship like with your coach in your country? Have you ever been injured while playing your sport? Did you tell your coach? What is the process when your are hurt? Do you see a doctor? Do you tell your coach?</p>	<p>I want to access the students' background knowledge by asking them about something they know.</p> <p>Remembering their experiences from home about their coach and playing their sport is something that is familiar to them and they can talk freely about.</p>
<p>The 'Connection': Today we are going to discuss how to communicate effectively with your coach here at the university. First, let's read an article that discusses three questions you could ask.</p>	
<p>Presentation (15 min.)</p> <p>Read "3 Questions Every Athlete Should Ask the Coach" as a class aloud.</p>	<p>This is a short article that is easy to read but makes the point that it is important to talk to your coach and make sure that you both understand each other about the expectations the coach has for the player.</p>

The ‘Connection’: Okay, we see from this article that it is really important to talk to your coach. Even more important is to have a specific question in mind that will help you know exactly what your role on the team is. It is also important to ask the right questions when you are injured. Now we will get into pairs and create a role-play between yourself and your coach.

Engagement (15-20 min.)

I will first write the questions down on the board that we just read that the players should ask the coaches. I will then ask them to brainstorm some other questions that could be asked.

I will also ask them about what could happen if they get injured. If there is a sprained ankle, what kind of questions would they have for their coach?

Students will be put into pairs. Students choose a question to ask their coach. They create a situation that includes how their coach answers the question and what their responses would be. They will write down their role-play situation on paper (each person has their own paper). They will have about 10 minutes to do this.

It is important for students to have written down their role-play situation so that they can use it to do the role-play. They may have limited language or be nervous speaking in front of the class.

Participating in the role-play will help them practice a situation that may be very hard for them to do in “real-life”. Role-playing should give them the confidence to know that they can do it and that it is not so hard, as long as they prepare and practice first.

THE PLAN

WHY

The ‘Connection’: Now that everyone has created a situation that they will act out for the class, I would like for you to pay close attention and provide feedback after each skit.

Assessment/Evaluation (15-20 min)

Students will act out their role-play or skit in front of the class. After each role-play, we will discuss our thoughts about the question and response that was acted out. Students will take notes on the feedback because they will possibly need it for their next assignment.

This process engages speaker and listener. Students will get feedback what is appropriate in the specific situation. They can also give suggestions about what else could have been said. This allows everyone to learn together how to approach a coach in a culturally appropriate way in the United States.

The ‘Connection’: Everyone did such a great job! I hope we all learned a lot about the importance of communicating with your coach and how to do that effectively. You will use what we did today to ask your coaches a question this week.

Expansion/Homework (5 min.)

Students will talk to their coaches about something that they feel is important to them. They can ask one of the questions in the reading we did, use one of the questions that we brainstormed or create a question of their own that is more relevant to their current needs.

After they have spoken with their coach, they will create a word document and create a title for two sections of the assignment. They will title them “Part 1” and “Part 2”. In “Part 1” they will write the question they asked and what information they learned from their coach by asking the question. In “Part 2”, they will write how they felt about talking to their coach. Did the class practice that we did help them to be more confident? Ask them to explain their responses. They will submit the assignment to Canvas.

This assignment gives the students the opportunity to apply what they have learned and practiced in the classroom. Having them talk to their coach in a way forces them to do something they may not otherwise do because it can be uncomfortable. Holding them accountable to do this forces the situation. Reflecting on their experience allows the students to process the information their coach gave them and work through it so that they really understand the coach’s expectations.

Special Notes:

Appendix 8:

Communicating with your Coach

What was your relationship like with your coach in your country? Were you close?
Have you ever been injured while playing your sport? Did you tell your coach?
What is the process when you are hurt and you play your sport? Do you see a doctor?
Do you tell your coach?

7

3 Questions Every Athlete Should Ask the Coach

8

Create a Role Play Conversation

1. "Coach I am hurt."
2. "Why am I always late to practice?"
3. "I would like to practice more. How can I do that?"
4. "I am having a problem understanding instructions during practice."

9

Assignment 3

Talk to your coach about something that is important to you. You may ask one of the three questions that we read about in "3 Questions Every Athlete Should Ask the Coach" by Dr. Chris Stankovich:

1. How can I improve?
 2. How can I better help the team?
 3. What else can I do to help the program overall?
- Or, you can ask one of your own questions.

After you have spoken with your coach, please create a word document and write "Part 1" and "Part 2". In "Part 1" you will write the question you asked, what information you learned from your coach. In "Part 2" you will write how you felt about talking to your coach. Did our in class practice help you to be more confident? Please explain. Submit the assignment in Canvas under "Week 3 Assignment" by Sunday, September 8th 11:59 pm.

10

<https://drstankovich.com/3-questions-every-athlete-should-ask-the-coach/>

Week 4, Day 1: Getting to Know the Academic Enhancement Center

Overall Instructional Goal:

- Students will be able to recognize the purpose of the athletic academic center at the university.

Learning Objectives:

- Students will be able to identify their academic strengths, weaknesses, and academic goals for the semester.
- Students will use language to discuss their academic strengths, weaknesses, and academic goals with each other and organize the information into a packet for their facilitators.

Why This Lesson?

- All student-athletes can use the academic center and many coaches and counselors require students to use it. Often, international students do not understand why they need to use the center and feel that it is not necessary for them. This lesson shows them what happens at the center and explains to them why it is important.

Materials:

- Academic Student Profile **Appendix 9**
- Grade Check Form **Appendix 10**
- Weekly Action Plan **Appendix 11**

THE PLAN	WHY
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Orientation (10-15 min.)

Ask: Please tell me what you know about the academic center and its purpose?

What is a facilitator, mentor, learning specialist...?

Students may already have some knowledge of the academic center so I would like to be able to access that and clarify any misconceptions. I will have slides ready that explain important concepts specific to our center that may be brought up. For example, “Facilitator”. They may know the title but not know for sure what a facilitator’s purpose is.

The ‘Connection’: There are some forms that all student-athletes at our university fill out at the beginning of each semester. Today we are going to look at those together to make sure everyone understands them. We will then complete them together.

Engagement/Presentation (30 min.)

First, I will pass out the first form which is the Academic Student Profile. Students will fill in this form while I walk around and ask them questions about it and answer clarification questions.

Next, I will have students go to a computer and log into their accounts. They will print a grade report for each of their classes. As they print the reports, they will fill in information on their Grade check form. I will walk around and talk with students about their grades. We will look for any red flags that need to be addressed immediately. For example, sometimes students will miss an assignment because they did not know where to find the assignment in their account. I can help them with this so that they get back on track.

Finally, students will complete their weekly Action Plan. They did this last week so they should know what to do.

A student-athlete's life is very busy, and every hour is scheduled. It is important that student-athletes take their academics seriously so that they stay eligible to play. Having them walk through the steps of being aware of their struggles, successes and grades, is an important part of having an academically successful semester.

The ‘Connection’: Let’s get back together and share some of our strengths, weaknesses and goals when it comes to academics.

Assessment/Evaluation (15-20 min.)

Each student will come to the front of the class and share his or her Academic Student Profile. They will share whether or not they have met with a facilitator and how that experience has been.

The purpose of this is to have students hear what others feel they are good at or struggle with academically, as well as to hear their goals for the semester. Often times, athletes are very confident in their sport but not as confident in their academics. I want them to understand that it is okay to recognize that and put together a plan of how to improve.

THE PLAN

WHY

The ‘Connection’: For your assignment today, I would like for your to share the information you created today with your facilitator and finish the Academic Student Profile with your facilitator.

Expansion/Homework (15-20 min)	
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Students will fill out their contract facilitator and study hours with their facilitator. They will return the sheet the next class period.	
---	--

	The Academic Student Profile will provide a conversation starter for student and facilitator. This will be a plan that they can build from throughout the semester.
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Special Notes:

Appendix 9:

Name of Student: _____

Date: _____

Academic Student Profile

My academic strengths: (i.e.) memorization, notetaking skills
What are my study strategies?
My academic weaknesses:
My favorite study environment is:
What do I need help with to be a successful student?

My Semester Goals

- 1.
- 2.
- 3.
- 4.
- 5.

Name of Student: _____

Date: _____

My Study Plan for this Semester

I will attend the following study sessions:

<u>Day of the Week</u>	<u>Time</u>
(Example) Monday	2-3pm
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Appendix 10:

Weekly Grade Check

Name of Student: _____ Date: _____

Class: _____ Grade: _____
My grade has improved: Yes No Do I have missing work? Yes No
Missing work: _____
Goals for Improvement for Next Week: _____

Class: _____ Grade: _____
My grade has improved: Yes No Do I have missing work? Yes No
Missing work: _____
Goals for Improvement for Next Week: _____

Class: _____ Grade: _____
My grade has improved: Yes No Do I have missing work? Yes No
Missing work: _____
Goals for Improvement for Next Week: _____

Class: _____ Grade: _____
My grade has improved: Yes No Do I have missing work? Yes No
Missing work: _____
Goals for Improvement for Next Week: _____

Class: _____ Grade: _____
My grade has improved: Yes No Do I have missing work? Yes No
Missing work: _____
Goals for Improvement for Next Week: _____

Appendix 11

Weekly Action Plan

1. Have you checked your email? ☐

2. Log in to the course website

- Check for announcements, assignments, and due dates.
- Add action items to your weekly schedule below on the days you plan to work on or complete them.

Monday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Tuesday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Wednesday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Thursday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Friday

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

Important Action Items for Next Week

-
-
-
-
-
-

Week 4, Day 2: Getting to Know the Academic Enhancement Center

Overall Instructional Goal:

- Students will be able to identify the important people and parts of the academic center.

Learning Objectives:

- Students will be able to engage with a variety of people and places in the academic center.
- Students will use language to discover the benefits of using the academic center throughout the year.

Why This Lesson?

- All student-athletes have the opportunity to use the academic center and many coaches and counselors require students to use it. Often, international students do not understand what the center is and why they should use it as a resource. This lesson shows them the benefits of the center.

Materials:

- Scavenger Hunt Form

Appendix 12

THE PLAN	WHY
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<p>Orientation (10-15 min.)</p> <p>Students will read: Today you will engage in a scavenger hunt throughout the Athletic Academic Center. Print the handout and fill it out as it leads you around the center.</p>	<p>Students will not be in class for this activity. Some of the classes will occur online to show students what a “hybrid” course is. They will read the orientation statement on the course canvas page.</p>
<p>The ‘Connection’: Please print the form and use it to do the activity for today’s class.</p>	
<p>Engagement (30 min.)</p> <p>Students will engage in the scavenger hunt while completing the form.</p>	<p>Students will learn where to access laptops and who to talk to when they need to use a calculator or change a class, etc. This exercise will require that they get to know important people around the center.</p>
<p>Expansion/Homework (5 min.)</p> <p>Students will turn in their Scavenger Hunt form to canvas.</p>	

Special Notes:

Appendix 12:

Scavenger Hunt

The students will be able to understand the role of the academic enhancement center in the student-athlete's experience through.....scavenger hunt.

- Answer the following questions with your facilitator
 - When does the AEC open daily?
 - When does the AEC close daily?
 - What days are we open?
 - I need to borrow a laptop. Where can I do this? Who do I talk to?
 - I need a tutor. Who do I ask about this?
 - I have a test and the teacher told me to bring a blue book. What is a blue book and where do I get one?
 - My teacher told me that I can get extra credit if I have the writing center send her a note. Can I get a note from our writing center in the AEC? If so, who do I talk to?
 - Who will help you schedule your classes for January?
 - Who helps you answer questions about your books?
 - I need color copies for my next presentation. Where do I get them for free on campus?
 - I feel sick. Does OSU have a health clinic? If so, what do I need to bring with me when I go?

Week 5, Lesson 1: Defining Academic Integrity

Overall Instructional Goal:

- Students will be able to apply their understanding of Academic Integrity through interaction with a peer and a news article.

Learning Objectives:

- Students will be able to explore the concept of academic integrity and what it means in American universities and apply it to different situations.
- Students will use language to define and explain different aspects of academic integrity.

Why This Lesson?

- International Student-Athletes come from many countries and cultures around the world. The concept of academic integrity can be very different in their home countries. However, American universities take violations of academic integrity very seriously, so it is very important that international students really understand the concept and how it is defined in an American university.

Materials:

- Slides **Appendix 13**
- List of Violations to Hand Out to Groups **Appendix 14**

THE PLAN	WHY
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Orientation (10 min.)

Ask: What happens in your country if you turn in a paper that someone else has written or you copy someone's answers on a quiz or test?

Asking this question opens the door for students to talk about the expectations at academic institutions in their countries. I usually uncover the fact that most countries do not really monitor cheating or plagiarism very diligently and that there is a distinct contrast between the U.S. and other countries when it comes to the term academic integrity.

The 'Connection': In the United States, copying someone else's words or using their information on a quiz or test is a very serious issue that comes with serious consequences. A term called Academic Integrity is something that is very important at American Universities.

Presentation (20 min.)

First, students view the first slide in the slide show which is a definition of Academic Integrity. We read it together. We define some of the difficult words that are included in the definition, so that they are very aware of the meaning of the term.

Second, students see the second slide of the slide show. This slide describes the university's expectations of each student who attends the institution. Again, we define some of the difficult words that are included in the definition, so that they are very aware of the meaning of each expectation.

Since academic integrity and the university's expectations of students is such a serious matter, it is important to be very explicit in my instruction. For this reason, I feel it is important to go through each term and expectation one by one and defining when necessary. This also gives students to ask questions and get clarification.

The 'Connection': When students do not meet the academic integrity expectations of the university, a violation occurs. A violation is basically like breaking a rule. It is important to know what each violation is so that you do not break one of them. Breaking a rule can lead to consequences like failing a class or even expulsion from the university.

<p>Engagement (20 min.)</p> <p>Students will be split into groups of two or more, depending on the size of the class. Each group will receive one of the nine violation situations.</p> <p>Students will receive the following instructions on slide 4 of the slide show.</p> <p>Each pair or group of students will get an example of an academic violation. Your group will recreate that situation acting out an example of that violation.</p>	<p>This is a chance for each group of students to teach the other students in the class one of the violations in an interesting way. Giving them time to understand one violation and apply it to a situation, allows them to have a better understanding of the violation.</p> <p>Having them discuss why it was a violation, gives them the chance to cement their understanding and share it with others.</p>
<p>THE PLAN</p>	<p>WHY</p>
<p>The ‘Connection’: Each group should be ready to present their violation to the class. If you are not presenting, I would like for you to be taking notes. You will be able to use these notes to do your homework assignment.</p>	
<p>Assessment/Evaluation (15-20 min)</p> <p>Students will act out their violations. After the violation is presented and discussed, students will have time to take notes on what makes up each violation.</p>	<p>The purpose of this is for the students to be the teachers. More learning occurs when someone teaches what</p>

	they learn. This concept is very important and needs to be understood.
The ‘Connection’: Let’s review all the violations that we explored today and then we will discuss what I would like for you to do for homework.	
Expansion/Homework (5 min.) Review slide 5. Ask students if they have any questions about what academic integrity means and what the different violations are. Assign homework: Paraphrasing Activity <ul style="list-style-type: none"> - Use google to search academic integrity violations at universities. You can even look up violations with student-athletes to see if there are any out there... - In 100 words (exactly) summarize the article. Remember, you must put your answer in your own words! Cite the article in APA style and provide a link. 	The assignment asks students to apply their understanding of the violations to a “real-life” violation. They must do this by using paraphrasing and citations. The class will do more of this later in the semester, but this activity begins to build student’s awareness of the importance of knowing what they can and cannot do and how to find help if they are unsure what is acceptable and what is not.

Special Notes:

Appendix 13:

Academic Integrity

1

What does Academic Integrity mean at This University?

"Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another" (Oklahoma State University, 2016).

2

Student Expectations:

1. Understand and uphold the academic integrity guidelines established by the University and the instructor.
2. Present their own work
3. Cite appropriately the words and ideas of others.
4. Protect their work from misuse.
5. Accept responsibility for their own actions.
6. Treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.
7. Trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures.

3

Role-Play Situation

Each pair or group of students will get an example of an academic violation. Your group will recreate that situation acting out an example of that violation.

4

Guess the Violation of the Role-Play Situation

- Unauthorized Collaboration
- Plagiarism
- Multiple Submissions
- Cheating on Examinations
- Fabricating Information
- Helping Another Person Cheat
- Unauthorized Advance Access to Examinations
- Altering or Destroying the Work of Others
- Fraudulently Altering Academic Records
- Any Other Behaviors that Violate Academic Integrity

<https://academicintegrity.okstate.edu/content/violations-academic-integrity-0>

5

Homework

Paraphrasing Activity

- Use google to search academic integrity violations at universities. You can even look up violations with student-athletes to see if there are any out there...
- In 100 words (exactly) summarize the article. Remember, you must put your answer in your own words! Cite the article in APA style and provide a link.

6

Appendix 14:

List of Violations to Hand Out to Groups

Choose one for each group

1. Unauthorized Collaboration
2. Plagiarism
3. Multiple Submissions
4. Cheating on an Examination
5. Fabricating Information
6. Helping Another Person Cheat
7. Unauthorized advanced access to Examinations
8. Altering or Destroying the Work of Others
9. Fraudulently Altering Academic Records
10. Any Other Behaviors that Violate Academic Integrity

Week 6, Lesson 1: Reflecting on the First Month of School

Overall Instructional Goal:

- Students will be able to reflect on their experiences of being an international student-athlete after the first month at an American university.

Learning Objectives

- Students will be able to experiment with an online technology called flipgrid that is used often in many classrooms of American universities.
- Students will use language to describe their experiences and develop an opinion as to whether this class has been useful and could be useful to other new international student-athletes.

Why This Lesson?

- There are many online systems that university students must get used to. FlipGrid is one of those. FlipGrid can be uncomfortable to students who may not be confident in their speaking skills. It can also be difficult for students who have not honed their listening skills. This lesson guides students through the process of creating a FlipGrid video and responding to a peer.

Materials:

- FlipGrid account with a code.
- https://static.flipgrid.com/docs/Flipgrid_eBook_2nd_edition.pdf
- This is a hybrid day: the students will not come to class. They will do their assignment online.

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>Today the class will use an online application called FlipGrid. Before they begin their assignment, I will ask them to download the application from the app store for their respective phones or devices.</p>	<p>Having the FlipGrid app will be a benefit to them in future lessons of this class and other classes they may have.</p> <p>It can be a difficult process sometimes, so this is a great time to have them experiment with the program. This class can slow down and answer questions without fear of making a zero or getting a late grade.</p>
<p>The ‘Connection’: Now that you have FlipGrid, I would like for you to use the code I have provided you and enter our class on FlipGrid.</p>	

Engagement (50 min.)

Students will enter the class on the app and listen to the video that is waiting for them. It is a video by the teacher that asks the students to answer the following questions:

1. Do you feel like your classes are going well?
2. Are you happy with your teachers?
3. What is something that you feel you still need help with or help understanding?
4. If a new international student athlete arrives what advice would you give that student about classes and sports at OSU?

The video is recorded using the questions but there is a bit of elaboration with the questions.

Students must listen carefully to what they have to do. This is a good practice for having to listen to other teacher's videos that may not have second language learners in mind. This is also an opportunity for the students to practice recording themselves speaking for the class to hear and respond to. Since they are speaking in front of other second language learners, they have more confidence and can learn from each other's responses and be even better when they do it for another class. This activity gives students the opportunity to carefully prepare what they are going to say and practice it before they publish their video.

<p>Assessment/Evaluation (15-20 min)</p> <p>Students will review each other's videos and provide a response to each other.</p>	<p>The purpose of this is for the students to give encouragement to their peers so that everyone builds confidence in their communication skills. This also gives the teachers valuable information about what students still may need support with.</p>
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Special Notes:

Week 6, Lesson 2 and Week 7, Lesson 1: Service Learning-Community Engagement Part 1

Overall Instructional Goal (1 goal):

- Students will be able to understand important terms related to community service, mentoring and service learning and their significance in American culture.

Learning Objectives:

- Students will be able to understand the different aspects of community service and discover ways that they can engage in service at the university.
- Students will use language to discuss the different aspects of community service and discover ways that they can participate in service at the university.

Why This Lesson?

- Many international student-athletes come to play college sports and go on and play professionally. Most are on full-scholarships. It is important for them to show the communities that welcome them how thankful they are. Giving back through service is one way. Often, university classes require some sort of service. This allows them to learn through an experience what it is about. Finally, if they become professional athletes, they will most likely have a charity that they will work with. Having this experience will give them some background knowledge to understand the big picture of service and where is might be most needed.

Materials:

- Slides

- <https://www.greatvaluecolleges.net/lists/5-benefits-of-performing-community-service-in-college/>

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>Ask:</p> <ul style="list-style-type: none"> - What is community service? - What are some examples of community service? - Why do American college students participate in community service? 	<p>As we answer these questions together, they will see a definition and some examples of what is meant by community service. Community service is a norm in American culture, but it is usually something unique to many international students. Often it is the fear of the unknown. Therefore, it is an important lesson to teach.</p>
<p>The ‘Connection’: Before our speaker arrives, I would like for us to read an article about the benefits of performing community service and why it is an important part of the university experience.</p>	

Presentation (35 min.)

As a class read the article “5 Benefits to Performing Community Service in College”

<https://www.greatvaluecolleges.net/lists/5-benefits-of-performing-community-service-in-college/>.

As the class reads together, discuss the five benefits and try to think of five more benefits to performing service.

Guest Speaker will arrive and speak about the Student Athletic Advisory Committee (SAAC). This person will discuss service projects that student-athletes participate in at the university. Other benefits of being a part of SAAC will also be presented.

Transition will then take place to defining what it means to be a mentor and the idea of service learning as a course requirement (see slides).

Reading the article before the presentation is a chance to get the students to really understand the concept and its importance. It warms them up to what the speaker should reinforce in their presentation.

This presentation is important to show the students that performing community service is something that everyone is doing. It is a normal part of being an athlete in the United States and it is often a requirement for a sport and for a course.

Having the guest speaker (a student-athlete) present to them makes the idea look less daunting.

The ‘Connection’: For this class you will perform community service through a service-learning project. You will get the chance to be a mentor to an elementary international student who is learning to speak English. Your mentee (little buddy) will be between the ages of 6-11. You will meet with your buddy once a week. Please turn to the person sitting next to you and discuss what it means to you to mentor an elementary student who is here from another country and new to the United States just like you.

Engagement (10 min.)

Students will have time to talk about their understanding of what they will be doing as mentors. The teacher will walk around and field questions as the students are talking.

After five minutes, the class will come together to share their excitement, fears, questions, etc.

Students will have the opportunity to clarify their understanding at this time. They will be able to express any concerns and ask questions.

Collaboration with a peer about ideas about the future project will help them process it.

THE PLAN

WHY

The ‘Connection’: Now on your own, I would like for you to take about ten minutes to think of how you will approach the first meeting with your buddy. Today, you and your class partner thought of some ideas. So, now I want you to organize those ideas into a plan of how you will get to know your elementary friend.

Assessment/Evaluation (20 min)

What will you say to your buddy?

How will you get to know him or her?

What if they cannot understand your English?

Please present to the class three things you will prepare to get to know your buddy at the first meeting.

Everyone will share their three things and listen to suggestions from others.

The purpose of this is for the students to already know what they will do when they meet their buddy. Even though their buddy is half their age, it can be a scary experience if you are not prepared. If they are nervous, they now have their plan that they can practice at home before going to the elementary school the next day.

The 'Connection': Everyone had some wonderful ideas for meeting their buddy for the first time. If you want to change something you planned to a better idea you heard today, please do so. Just make sure that you bring your plan with you to the elementary school. We will not meet here for our next class. Please meet me at the elementary school and I will introduce you to your new buddy!

Expansion/Homework (5 min.)

Day 2 of this lesson plan will be at the elementary school. Mentor and mentee will meet and get to know each other for the first time.

Homework: On Flip Grid answer the following questions:

- Please describe how your first meeting went.
- Did the plan you created for the first meeting go well? If so, how? If not, why not?
- What will you do as a mentor at the elementary school this semester?
- What kinds of activities do you think will help the student you will be seeing?
- What is your major?
- What do you see yourself doing after you graduate?
- What community service could you do in your specific career interest before you graduate?
- The Flipgrid Code is.....

I want students to immediately reflect on their first encounter with their mentees to be able to start organizing their thoughts about how they can provide a meaningful experience for someone, like them, who is new to the United States and the English language.

Special Notes:

Appendix 15

Service Learning- Community Engagement Part 1

Week 6

1

What is Community Service?

"work that is done without pay to help people in a community"
(Merriam-Webster, 2019)

2

Examples of Community Service:

- Fundraisers
- Tutoring
- Helping in the Community: cleaning, building, etc.
- Mentoring

3

Why do many American college students participate in service?

<https://www.greatvaluecolleges.net/lists/5-benefits-of-performing-community-service-in-college/>

4

Student Athletic Advisory Committee (SAAC)

Guest Presentation

5

According to the Article and the SAAC President: What are the benefits of community service?

6

What is a mentor?

"a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school"
(Cambridge English Dictionary, 2019)

7

What is Service Learning?

"The National and Community Service Act (NCSA) of 1990 defined service learning as a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs" (Hinck and Brandell, 1999).

8

Service Learning Project

This semester, for this class, you will be performing a service learning project at an elementary school with international students who may or may not be from your country.

Each of you will get one or two students to mentor.

Please turn to your neighbor and think about ways that you could mentor another international student who is learning a new culture and language. (5min.)

Let's Share.

9

Create a Plan for the First Meeting

What will you say to your buddy?

How will you get to know him or her?

What if they cannot understand your English?

Please present to the class three things you will prepare to get to know your buddy at the first meeting.

10

Meet and Greet- Next Class

You will visit the elementary school and meet the students who will be your mentees.

After meeting with these students, think about ways that you could mentor your assigned student for the entire semester.

11

Assignment for the Week

On Flip Grid answer the following questions:

1. Please describe how your first meeting went.
2. Did the plan you created for the first meeting go well? If so, how? If not, why not?
3. What will you do as a mentor at the elementary school this semester.
4. What kinds of activities do you think will help the student you will be seeing.
5. What is your major? What do you see yourself doing after you graduate?
6. What community service could you do in your specific career interest before you graduate? The Flipgrid Code is.....

12

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13

Week 7: Midterm Reflection.

Overall Instructional Goal:

- Students will be able to demonstrate their understanding of the first half of the semester.

Learning Objectives:

- Students will be able to reflect their understanding of the topics up to this point.
- Students will use language to write their understanding through explanation.
- Students will be able to report their understanding important cultural aspects of American university life.

Why This Lesson?

- It is important to check the understanding of each student so that reteach opportunities can be planned for the last half of the semester.

Materials:

- Midterm Reflection
- Appendix 16

Appendix 16:

Midterm Reflection

(Please copy this into a word or google doc to answer.)

Instructions: You may use anything we have done this semester so far to help you answer the questions. You may also use Canvas. Please be honest and very descriptive in your responses.

“Explain” means to use at least four sentences to describe your answer.

Part 1: In the first module of this class, we discussed 1) the first day of class, 2) places on campus, 3) speaking with your professors, 4) emailing your professors, and 5) understanding your syllabus.

1. Without these class activities, would you have emailed your professor on your own?
Explain.
2. Without these class activities, would you have spoken to your professor on your own in person ? Explain.
3. Have these interactions helped give you the language to build better relationships with your professors? Explain.
4. Do you think these activities helped you be better prepared for your classes? Please explain.
5. Did you understand the importance of a syllabus before our syllabus lesson? Explain.

Part 2: In the first part of the second module, 1) you read about communicating with your coach, 2) practiced communicating with a coach in class, 3) used questions we created to speak to your coach.

1. Do you think these activities helped give you the language you needed to talk to your coach? Explain.
2. After these activities, do you feel more confident that you understand your coach's goals for you? Explain.
3. After these activities, what have you learned about your sport and coaches that is different from the sport and coaches in your country? Explain.

Created by Stephanie Coca

In the second part of the second module, 1) you answered questions about the Academic Enhancement Center (AEC), 2) filled out a success plan, 3) wrote a weekly "To Do" list, and 4) filled out a grade check form.

1. Did the AEC activities help you better understand where to get academic support? Explain.
2. You were asked to fill out a success plan. Did this help you academically? Explain.
3. Are you meeting the goals in your success plan so far this semester? Explain.
4. You were asked to create a "To Do" List. Did this help you academically? Explain.
5. Was checking your grades a new process for you? Explain.
6. Rate the importance of having an orientation class for international student-athletes.
 1. Very important
 2. Important
 3. Somewhat important
 4. Not important

7. Explain your answer to number 6.

Created by Stephanie Coca

Week 8: Service Learning-Community Engagement Part 2

Overall Instructional Goal:

- Students will be able to plan their service engagement with their elementary student mentee and reflect on the learning that occurred for the mentee and the mentor.

Learning Objectives:

- Students will be able to create an engaging learning activity for their student buddy using a mentor lesson plan and feedback from other mentors.
- Students will use language to describe, interact, and evaluate their learning activities with their mentee orally and in writing.

Why This Lesson?

- Now that the students have met their semester elementary student buddies, they will have a better idea of what is expected of them for this service-learning project. This lesson will guide them toward creating purposeful lessons that they can do with their mentees on a weekly basis. From now on one of our two classes will be at the elementary site working with our mentees.

Materials

- Mentor Lesson Plan Template and Sample Lesson

Appendix 17

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>As a class, let's talk about your visits with your buddies at the elementary school.</p> <p>Do you have an idea of what you would like to do with them this week?</p>	<p>They have already sent me their reflections of the first visit, but I would like for them to have time to share with their classmates and discuss ideas that they may have to do with their mentees the next time they see them.</p>
<p>The 'Connection': Today we are going to learn how to prepare for our weekly visits with our elementary buddies. If we just go there each week with no preparation, our visits will most likely get tedious and be unproductive. Our goal is for you and your buddy to build a relationship around learning a new culture and a new language.</p>	

Presentation (20 min.)

Present the lesson plan template and show them a sample lesson plan:

1. Always have a theme for each meeting with buddies. This is your title.
2. What do you want them to learn. This is the objective. Begin your time by explaining what you will do that day (objective).
3. Warm the student up with a vocabulary game or an interesting question for them to answer. This activity will go with your objective (Orientation Activity).
4. Present to the student what they will learn for this visit.(Presentation).
5. Have an activity that has them do something to work with the information that was presented.
(Engagement)
6. Finally, test their knowledge. How well did they understand what you presented and engaged them with? (Evaluation).

I want students to feel confident when they meet with their mentee. The way to be confident is to be prepared with something to do. Having students plan lessons around language and culture will help both the mentor and mentee with their English language skills.

The ‘Connection’: Now that you have seen how to be prepared when mentoring a student and a sample lesson, I want you to think of something that you would like to teach your buddy the next time you see him or her. You will have the next 30-35 minutes to prepare your lesson. I will be walking around checking on you so please ask questions if you get stuck.

Engagement (30-35 min.)

Students will have this time to take a copy of the lesson plan template and create a plan for their next interaction with their mentee.

It is important to give the students time as a sort of guided practice to create an activity that is fun, engaging, and meaningful to our purpose of focusing on language and culture.

With this time, students can talk to their classmates and bounce ideas off of them. They can use dictionaries to understand English terminology they may need. They can also ask me any questions they would like.

THE PLAN

WHY

The ‘Connection’: It looks like everyone has some great lesson plans for their next meeting! If you need additional help, please come see me before you meet with your buddy.

Assessment/Evaluation (15-20 min)

<p>Students will present their lessons to their mentees the next class. We will meet at the elementary school for this.</p>	<p>The students will do this each week for one of our class periods. Instead of meeting at the university, they will be at the elementary school teaching their lesson plan. For this first one, I want to give ample support so that when they do it on their own, they will be very confident.</p>
<p>The ‘Connection’: After you present your lesson plan to your buddy, please go to our canvas page to complete the assignment. Good luck!</p>	
<p>Expansion/Homework (5 min.)</p> <p>Canvas Assignment:</p> <ol style="list-style-type: none"> 1. Please submit the lesson plan you created for you and your student. 2. Submit a 250 reflection of your tutoring experience. How did your experience go? Were you able to communicate your topic well to the student? Is there anything you would have done differently? What went really well? Do you have any ideas of what you would like to do with your buddy next week? If so, what is it? 	<p>Reflection is an important aspect to teaching and to learning a second language. I would like to know how students feel about their language teaching experience and where they need improvement.</p>

Special Notes:

Appendix 17:

Mentor Lesson Plan

Date:

Title:

Objective(s):

Orientation Activity:

Presentation:

Engagement:

Evaluation:

Mentor Lesson Plan (Sample)

Date: 10/2/2019

Title: How to Play Tennis

Objective(s): The student will be able to explain to me in English items associated with playing tennis.

Orientation Activity: I will ask the student if they like to play sports. If so, what sports do they like to play.

Presentation: Read *My First Tennis Book* by Inc. Sterling Publishing Co. This will introduce basic vocabulary and skills associated with tennis.

Engagement: Go outside with a ball and racket and discover tennis with the student. Have the student bounce the ball, toss the ball, juggle the ball on the racquet. Show the student how to swing the racquet forehand and backhand.

Evaluation: Have student identify important vocabulary words associated with tennis. Give the student commands about tennis and have them respond. Have the student read *My First Tennis Book* by Inc. Sterling Publishing Co. to you.

Week 9: Homecoming in the United States

Overall Instructional Goal:

- Students will be able to understand the cultural significance to Americans of homecoming.

Learning Objectives:

- Students will be able to read, listen and watch all of the activities that are involved in the homecoming traditions at an American university.
- Students will use language to describe their understanding of this cultural phenomenon and compare it to a cultural experience from their background.
- Students will be able to explore an important cultural aspect of American life.

Why This Lesson?

- Oklahoma State University has one of the largest homecoming traditions in the nation. It completely takes over the town of Stillwater for an entire weekend and the months preceding the actual weekend. It is important for student-athletes to understand this tradition because it is so closely linked to sports. Athletes make up a large part of homecoming. International student-athletes need to know and understand the tradition so that they know what the expectations are for them on this weekend.

Materials:

- <https://www.merriam-webster.com/dictionary/homecoming>
- <https://youtu.be/Em0T5AWgnb8>
- <https://www.orangeconnection.org/s/860/18/hcinterior.aspx?sid=860&gid=1&pgid=9662>

THE PLAN	WHY
<p>Orientation (20 min.)</p> <p>Answer the following question with your neighbor:</p> <p>What is a holiday in your country that everyone celebrates?</p>	<p>I want the students to get an emotional feeling when discussing their cultural holiday so that when they hear about homecoming, they will understand how important it is to many Americans, especially in this part of the country.</p>
<p>The ‘Connection’: National holidays bond citizens of a country and create wonderful traditions and memories for its people. This is true in the United States as well. One tradition that we have that is not a holiday but is very important to American culture is “Homecoming”.</p>	
<p>Presentation (40 min.)</p> <p>Present a definition of homecoming from the dictionary.</p> <p>https://www.merriam-webster.com/dictionary/homecoming</p>	<p>International students often confuse the idea of homecoming as it relates to the United States. Therefore, presenting the concept very explicitly will ensure a better understanding of the concept.</p>

<p>Discuss its meaning and link it to our university by showing the video of last year's homecoming celebration.</p> <p>https://youtu.be/Em0T5AWgnb8</p> <p>Have students pair up to read the history of homecoming at our university.</p> <p>https://www.orangeconnection.org/s/860/18/hc-interior.aspx?sid=860&gid=1&pgid=9662</p> <p>Bring the class back together and ask them comprehension questions about the reading.</p>	
<p>The 'Connection': Today you have learned a new definition to homecoming, one that is very common in the United States. Now I would like for you to experience an actual homecoming event or two. You need to attend the Friday night Walk Around and one other homecoming activity.</p>	
<p>Engagement (10 min.)</p> <p>Students will be given a list of homecoming activities that they can attend.</p>	<p>It is important for international students to engage in activities so that they can appreciate the new culture they are now a part of.</p>

THE PLAN	WHY
<p>Assessment/Evaluation</p> <p>Students will write the following reflection: Describe your experience with Oklahoma State University homecoming. Does it compare to any traditions that you have in your country? If so, how? What tradition do you have like this in your country?</p>	<p>This is important to bring the students back to the understanding of why homecoming is so important to American culture. By comparing it to a tradition in their culture, they can have a deeper understanding.</p>

Special Notes:

Week 10 and 11: NCAA Contract and University Student-Athlete Handbook

Overall Instructional Goal:

- Students will be able to develop a better understanding of their NCAA contract with the institution and the rules and regulations the institution has for student-athletes.

Learning Objectives:

- Students will be able to explore different parts of the contract and rules manual.
Students will use language to share their understanding with other students in the class.

Why This Lesson?

- Student-athletes must know the rules to stay compliant and ensure a positive experience as a student-athlete in the United States.

Materials

- NCAA Contract- Financial Aid Agreement **Appendix 18**
<http://www.ncaa.org/sites/default/files/FinAidForm.pdf>
- University Student-Athlete Rules Manual **Appendix 19**
<https://aec.okstate.edu/sites/default/files/Student-Athlete%20Handbook%20-%202018-19.pdf>

******Reminder each week students will only be in the classroom one day. The other day will be spent at the elementary school doing their Service-Learning.******

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>Ask: Did you sign an agreement to play a sport and go to school here on scholarship? Do you know what the agreement said? Did you know that if you do not follow the rules in the agreement that you could lose your scholarship?</p>	<p>I want to access the students' background knowledge by asking them about something they know. They remember signing something, but they are not sure what. It is important that they know what it is they signed.</p>
<p>The 'Connection': Knowing what you signed is very important. Let's begin by looking at what your contract says.</p>	
<p>Presentation (30 min.)</p> <p>Read "Financial Aid Agreement" as a class aloud.</p>	<p>The agreement is a short, easy read but introduces the students to some of the language they will see in the university Student-Athlete Handbook. It also makes them aware that when they</p>

	signed the agreement, they promised to do certain things as did the school.
<p>The ‘Connection’: Your contract is only part of your agreement. The rest of the agreement is in the university Student-Athlete Handbook. It is just as important that you read this because you will know what is expected of you and what you should expect from the university.</p>	
<p>Engagement (30 min.)</p> <p>Separate the class into groups of two. Each group will read a section of the handbook.</p> <p>Group 1: p. 1-6</p> <p>Group 2: p. 7-17</p> <p>Group 3: p. 17-25 (Give to highest proficient students)</p> <p>Group 4: p. 26-31</p> <ol style="list-style-type: none"> 1. Each group will read and highlight important sections of their readings. <p>Important=what they feel is important for everyone to know.</p>	<p>The handbook is too much for one person to read. Shared reading allows all students to read a manageable amount. Having the students reteach what they have learned engages more students in the lesson.</p>

2. Student groups will then create google slides that will be presented by them at the end of the second class.
3. **Day 2 will start below.**

THE PLAN

WHY

Day 2: The ‘Connection’: Let’s start the class by getting into our group and going over the slides you have created to present to the class over your part in the handbook. Once everyone has created their slides for the class, we will see what they think is important for us to know from their section of the handbook. I would like for you to pay close attention and highlight your handbooks as you go.

<p>Assessment/Evaluation (65 min.)</p> <p>Students will present their slides to the class. Before the presentation all students will receive a copy of the handbook so that they can highlight the parts they hear presented.</p>	<p>This allows for the speaker and listener to be engaged. Questions can be asked about sections of the handbook. Students will get clarification of parts they may not understand.</p>
<p>The ‘Connection’: Now that we have read through your contract and the handbook, I would like for you to write a reflection of what you learned from this activity. Please do this before our next class meeting.</p>	
<p>Expansion/Homework (10 min.)</p> <p>Students will go to Canvas and answer the following questions:</p> <ol style="list-style-type: none"> 1. What did you learn from today’s lesson? 2. How important do you feel it is to understand the contract you signed? 3. What advice would you give to other student-athletes about the contract and handbook? 	<p>I would like for the students to have time to process the information they have engaged with in a different environment to reflect after they have processed it.</p>

Special Notes:

Week 12: The Plagiarist Simulation Part 1

Overall Instructional Goal:

- Students will be able to understand the concept of plagiarism and aspects surrounding plagiarism with a pair-share reading.

Learning Objectives

- Students will be able to use their understanding of the three readings vital to participating in the simulation and share their understanding of the main points with their partner.
- Students will use language to share their understanding of the main points of one of the readings with the rest of the class.

Why This Lesson?

- Students that come from other countries have very different ideas of what plagiarism is. Students will need to understand not only the policy for plagiarism, but what the consequences for plagiarism are at OSU.

Materials:

- Oklahoma State University's Academic Policy **Appendix 20**
- Articles found on the internet about international students and plagiarism
- Simulation Handout for roles and situation
- Highlighters and ink pens

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>Ask: Can anyone remind me what Academic Integrity is?</p> <p>What are some situations we discussed recently about violations of academic integrity? Do we know what happens when a teacher accuses student of a violation?</p>	<p>Giving students the readings the day before the actual simulation gives them the opportunity to find concepts that are important to the topic and investigate other concepts that they may not have a clear understanding of.</p>

	<p>This also gives them the opportunity to ask questions and get clarification.</p>
<p>The ‘Connection’: Today we are going to explore the idea of plagiarism and how it falls under a violation of academic integrity.</p>	
<p>Engagement (30 min.)</p> <p>Students will be paired up and given one of the three readings. They will also be given highlighters and ink pens. They will be asked to read through the article silently while highlighting important aspects of academic integrity violations. After they have read silently, they will get with their partner (who has read the same article) and discuss their findings. The pair will then prepare an outline of information that they feel the rest of the class should know about the article.</p>	<p>Students reading for comprehension.</p> <p>They will get confirmation or clarification of meaning and details from their partner as they discuss what part of the reading to share with the class. This will allow the students to really understand the information that has been presented to them so that they can apply it when they participate in the simulation the next day.</p>

The ‘Connection’: Every group has now read their article and talked to their partner about it. I would like each pair to share their information. Please listen carefully and be prepared to ask at least one question to each group about their reading.

Presentation (20 min.)

Pairs present their articles to the class. Classmates ask questions.

This activity provides students with another activity that explores the information about plagiarism from another angle. This allows students to have a deeper understanding of the concept of plagiarism before the simulation the next day.

THE PLAN

WHY

The ‘Connection’: Wow! I feel that we have learned a lot about the misconceptions of plagiarism. Many countries and cultures have very different ideas about what this means. Hopefully, you have a better idea of what it means at American universities so that you can avoid any academic integrity violations.

Assessment/Evaluation (10-15 min.)

The three readings will be posted on canvas for students to read through on their own for homework before our next class.

The readings are put on the website for students who feel they may need to read it one more time before the simulation. This is for those students

	who do not feel confident to ask more questions in class.
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The ‘Connection’: I have posted the three articles on our classroom page for you to reread if you feel to read it one more time. At our next class we will use this information to perform a simulation. A simulation is when a group of people imitate something that is occurring. Next class we will act out trial (or court case) of a student who has committed plagiarism. We will have a professor who has accused a student of plagiarism. The student does not think that the work he or she turned in was plagiarism. Because they both disagree, they will have to go to trial (court) and have a group of people listen to them (a jury or panel). The jury or panel will decide who is telling the truth and decide whether the student is guilty or not guilty. You (the class) will all get roles that you will play. One of you will be the student that is accused of committing plagiarism. Another student will be the professor who is accusing the student of plagiarism. Others in the class will play the panel of professors or students. There will be professors present who support the student’s professor. There will be students there to support the accused student. Everyone will play a role. The most important part of the simulation is for everyone to play their role. You cannot break out of character until the simulation is over.

Special Notes:

Week 13: The Plagiarist Simulation Part 2

Overall Instructional Goal:

- Students will be able to understand the consequences at Oklahoma State University for plagiarism.

Learning Objectives:

- Students will be able to use their understanding of the three readings and student's reflections from the previous class to participate in the class simulation.

- Students will use language to hold a mock trial for a student accused of plagiarism – students will stay “in character” for the simulation – students will reflect at the end on how they feel about their simulation.

Why This Lesson?

- Students that come from other countries have very different ideas of what plagiarism is. Students will need to understand not only the policy for plagiarism, but what the consequences for plagiarism are at OSU.

Materials:

- Oklahoma State University’s Academic Policy **Appendix 20**
- Articles found on the internet about international students and plagiarism
- Simulation Handout for roles and situation
- Highlighters and ink pens

THE PLAN	WHY
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Orientation (10 min.)

I want to remind you of what we are doing today.

Today we will perform a simulation. Remember, a simulation is when a group of people imitate something that is occurring. Today, we will act out trial (or court case) of a student who has committed plagiarism. We will have a professor who has accused a student of plagiarism. The student does not think that the work he or she turned in was plagiarism. Because they both disagree, they will have to go to trial (court) and have a group of people listen to them (a jury or panel). The jury or panel will decide who is telling the truth and decide whether the student is guilty or not guilty. You (the class) will all get roles that you will play. One of you will be the student that is accused of committing plagiarism. Another student will be the professor who is accusing the student of plagiarism. Others in the class will play the panel of professors or students. There will be professors present who support the student's professor. There will be students there to support the accused student. Everyone will play a role. The most important part of the simulation is for everyone to play their role. You

Giving students the readings beforehand gives them the opportunity to look over and try to understand the policy. This also gives them the opportunity to focus on the specifics of the policy, such as the sanctions, to have a better understanding or prepare questions about the sanctions for the classroom activity.

cannot break out of character until the simulation is over.

The ‘Connection’: The articles you read last class should have expanded your ideas on plagiarism and what it means in the United States and how it affects international students as well as American students. Please have those out and refer to them as we begin and throughout the simulation. You must be able to back up your statements with evidence from the articles if you want a strong argument. The side with the best argument according to our panel will be the side that will most likely win or receive the judgement in their favor.

Presentation (10-15 min.)

Students will receive their roles. They will have time to read their roles, ask questions, review their readings and make notes. This is a time for them to prepare their argument for themselves and against the other side.

It is very important to let students take in the information, let it process, and get clarification before having to regurgitate it. Giving students time to figure out how they will play their character will make for a more successful simulation.

The ‘Connection’: Now that you have read your role and decided how you will play it, you should know what side you are on. If you are on the side of the professor, please stand up and move to the left side of the room. If you are on the side of the student, please stand up and move to the right side of the room. If you feel that you are neutral or on the jury panel (We call it the Academic Integrity Panel), please sit at the back of the room. I will now read the actual simulation. After I read the simulation, we will go around and read our roles. Once we have

read our roles to the class we will begin with the trial where each side has a chance to argue their case.

Engagement (35-40 min.) The simulation activity.

After students have identified their roles to the class, we will begin arguments. I usually begin with the professor stating his or her case. After that the student states his or her case. Then anyone on either side can chime in to argue a side. If it gets out of control, the teacher who is part of the academic integrity panel can call the court to order. Let the simulation play out as long as possible. You may have to ask questions to particular students to get them involved if they are nervous or shy. Once you and the panel feel there is enough information to make a judgement, end the argumentation period. The panel will then deliberate for a few minutes. Announce the judgement and the rationale for the decision. “The academic integrity panel’s decision in the trial of Angel vs. Professor Fox is _____. Both sides made a good case.

Students are in character describing why this is or this is not a case for sanctioning. By having them active participants in a story about plagiarism, they will increase their understanding of what American universities view as plagiarism. This activity gives students the ability to hold a meeting over plagiarism. Students must stay in the character their given and use language to express each side of the meeting (e.g. the professor, students, members, etc.) and the sanctions that the student could receive. (familiarize themselves with the sanctions through play.

We made this decision because_____.” End the simulation.	
THE PLAN	WHY
<p>The ‘Connection’: Let’s reflect on this simulation. How did you feel about the ruling? How did you feel about the role you played? What stood out to you as important to note? What is important for an international student to know? What is important for a professor to know?</p> <p>Remember that being an OSU student, and furthermore, an OSU student athlete means that you represent not only yourselves, but the university and what it stands for. When you made the decision to come to OSU, you made a decision to live by the Cowboy Code. Does anyone know the code?</p> <p>The code is:</p> <p style="padding-left: 40px;">We end the day knowing we gave it everything we had.</p> <p style="padding-left: 40px;">We dream only as big as the sky.</p> <p style="padding-left: 40px;">We know challenges come with pain, but pain will not win.</p> <p style="padding-left: 40px;">We have a passion to do what's right, even when it's hard.</p> <p style="padding-left: 40px;">We stand for what matters, even if we stand alone.</p> <p style="padding-left: 40px;">We finish what we start.</p> <p style="padding-left: 40px;">Being a Cowboy isn't in our clothes, it's in our character.</p> <p>What does that mean to you as a student athlete?</p>	

<p>Assessment/Evaluation (10 min.)</p> <p>Reflection on student's ideas and feelings on the simulation and process of the meeting. Discuss what the cowboy code means to them as student athletes.</p>	<p>The students need to be able to have time to digest the information. They also need to be able to listen to what other students took away from the activity so that their understanding of the concepts is greater.</p>
<p>The 'Connection': For next week, I would like for you to write a reflection of academic integrity and plagiarism. What have you learned? How does what you have learned compare to what you knew before attending an American university? How will this activity guide what you do when writing papers in the future?</p>	
<p>Expansion/Homework (min.)</p> <p>Reflection paper of at least 250 words or more.</p>	

Special Notes:

Appendix 20:

The Plagiarist Simulation

Adapted from:

Moder, C. L., & Halleck, G. B. (1995). Solving the plagiarism puzzle: Role plays for international students. *TESOL Journal*, 4(3), 16-19.

Simulation Overview

The purpose of the Plagiarist simulation is to help students to understand why plagiarism is considered such a high offense at American universities. The context of this simulation is at Oklahoma State University. There will be a hearing where a professor (Professor Fox) at the university has caught a student (Angel) plagiarizing information from the internet. Students will present their roles and work together with the Academic Integrity Board to decide what a fair consequence is for the plagiarist.

Roles

Academic Integrity Board (2)

You are in charge of academic integrity at Oklahoma State University, and this includes problems with plagiarism. You are an expert on plagiarism and plagiarism policy. You think it is important to maintain integrity at universities so that people will trust the work that teachers and students do. You make the final decision about what a fair consequence is for the plagiarist.

Angel

You are a freshman who just moved here from India last semester. You have been accused of plagiarism in English composition class by your professor. Your professor sent you an email saying that you plagiarized work that you recently turned in. You really do not know what that means so you asked a friend to read the email. Your friend told you that your teacher thinks you copied the writing of another person without giving credit to that person. You are nervous because the paper you wrote for your teacher was very difficult for you. It was very hard to find information that you understood, but in the end you thought you wrote a really good final draft of your paper. Your friend told you that you must call your professor and talk to her. When you did, she told you that you must meet her in front of the academic integrity panel to explain yourself because you will not admit to doing something wrong.

Angel Friend 1

You argue that Angel worked really hard to write the paper for Professor Fox. Angel spent time every day for a week trying to read information that would help her write a three page paper in English. With Angel's limited English proficiency, it was hard to understand that information. The reason Angel wrote her paper with native-like English is because it was hard for her to explain her understanding in English well. Angel is an honest person and would never try to submit someone else's work as her own. You believe that Angel should not be punished.

Angel Friend 2

Your friend is innocent because she did not knowingly deceive anyone. You agree that she may be a little confused about documenting the words of others, but you don't believe that there is any evidence that her paper constitutes plagiarism. Since your friend is an international student who comes from a different cultural background, you feel she may have been confused about the definition of plagiarism and the seriousness of it. The only way international students know about plagiarism is by reading a very long and difficult booklet on the university's website. Why can't there be a class to teach this concept to international students? If they have the class and still plagiarize, they should be punished. Punishment without knowledge of the rules is unfair. You believe that the hearing is a waste of time and Angel should not be punished.

Professor Fox's Colleague

You believe that international students are not provided enough resources to understand the true meaning of plagiarism. You feel that an example should be made with this student but not by punishment or sanctions. Instead, there should be the creation of a mandatory class that all international students take to learn about the American university system as it relates to plagiarism. Angel should be required to take this class. You would be willing to create the curriculum and teach the class.

Professor Fox

You would like to see the student punished for copying the work of others. Angel used copied text from the internet. You would also like to make an example of Angel to prevent other international students from thinking that it is okay to plagiarize work. You believe that this is an obvious case of plagiarism, and that it is not excusable. You would like to obtain a signed

confession in which the student not only admits to copying the work of others but also promises that she won't do it again. You also think that Angel should receive a level 2 sanction from working at the university.

Department Head

You are willing to testify because Professor Fox asked for your support. You understand the feeling of outrage that a writer experiences when she sees her words in print with another person's name attached. You believe that the university has been slow to respond to plagiarism by international students, but that it is time for the university to take action to protect the university institution from this form of cheating. You didn't initiate a hearing yourself because you didn't want to look insensitive to people from other countries. You hope that the prosecution is successful in this case so that other international students will understand the serious nature of plagiarism and will be deterred by the punishment. You are in favor of a level 2 sanction.

Student Representative

You believe that students must follow the university's academic integrity rules because it is important for professors and future employers to trust the work you do as a student as valid preparation for the workforce after graduation. However, you agree with Professor Fox's colleague that international students are not provided enough resources to understand the true meaning of plagiarism. You also agree with her colleague that there should be a class that teaches the meaning of academic integrity as it relates to U.S. universities to new international students to our university. You feel that Angel should not be punished but that she should have to

take a class on academic integrity. After that class, Angel should have to share her new knowledge of academic integrity and plagiarism to other international students on campus.

English Professor and Department Head

You have come to the hearing to explain why plagiarism is such a bad offense in the academic and literary community. You believe that if universities do not punish plagiarism, it is impossible to know the truth about information and where that information comes from. You argue that it is important that we are able to trust students' writing and their own work. This is important for the sake of protecting knowledge and research. You believe that Angel should be sanctioned.

Readings

Article 1: Oklahoma State Academic Integrity Policy

Oklahoma State University Policy and Procedures ACADEMIC INTEGRITY 2-20822

Academic Affairs May 2016 POLICY

1.01 An institution's reputation and intellectual freedom depend on its uncompromising commitment to the ideal of academic integrity. OSU is committed to instilling and upholding integrity as a core value. This policy embodies OSU's dedication to maintaining an honest academic environment and ensures fair resolution of alleged violations of academic integrity.

1.02 The following statement summarizes OSU's Commitment to Academic Integrity: I will respect OSU's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.

1.03 All members of the OSU community are entrusted with academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. Therefore, students, instructors and members of the Academic Integrity Panel are expected to demonstrate academic integrity through the following actions.

A. Students are expected to: 1. Understand and uphold the academic integrity guidelines established by the University and the instructor. 2. Present their own work for evaluation by their instructors. 3. Cite appropriately the words and ideas of others. 4. Protect their work from misuse. 5. Accept responsibility for their own actions. 6. Treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed. 7. Trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures.

B. Instructors are expected to: 1. Understand and uphold this academic integrity policy and procedures. Standards set by instructors in their classes should be consistent with the guidelines provided within this policy. 2. Discuss and communicate information about academic integrity to students. 3. Reduce opportunities for dishonesty through vigilant exam security and proctoring, and give clear instructions for homework and projects. 4. Evaluate students fairly and consistently and award credit based on professionally judged academic performance established by the instructor. 5. Trust students to follow the academic integrity policy until the instructor has sufficient information to substantiate a violation, then confront students with information about the alleged violation, follow the procedures, and report violations. 6. Evaluate fairly the information that may indicate a student has violated academic integrity. 7. Assure that teaching assistants or adjunct instructors who work under their direction understand and uphold academic integrity policy and procedures. 8. Treat students and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed. 9. Trust members of the Academic Integrity Panel to enforce the academic integrity policy and procedures when violations are appealed.

C. Members of the Academic Integrity Panel are expected to: 1. Accept responsibility for upholding the academic integrity policy and procedures for the University. 2. Uphold instructors' standards for academic integrity that were clearly communicated to students, consistently enforced, and compatible with the University academic integrity policy, procedure, and guidelines. 3. Evaluate information that may indicate a student has violated academic integrity. 4. Treat students and instructors with respect when violations of academic integrity are examined or appealed. 5. Participate in appropriate training. Academic Integrity Facilitators are instructors,

advisors, or academic administrators who are trained in academic integrity policy and procedures.

1.04 Behaviors that violate the fundamental values of academic integrity may include but are not limited to:

- A. Unauthorized collaboration
- B. Plagiarism
- C. Multiple submissions
- D. Cheating on examinations (including prerequisite examinations)
- E. Fabricating information
- F. Helping another person cheat
- G. Unauthorized advance access to examinations
- H. Altering or destroying the work of others
- I. Altering academic records

These behaviors may subject the student to disciplinary action including receiving a failing grade on assignment, examination or course, receiving a notation of a violation of academic integrity on the transcript, or suspension from the University. Serious violations discovered after a student graduates may lead to revocation of a degree. These behaviors are described in detail in the Academic Integrity Guidelines.

PROCEDURES 3

2.01 The instructor (e.g., instructor of record, teaching assistant, member of a graduate student committee, professional education program, or veterinary house officer) discovers sufficient information to substantiate an alleged violation of academic integrity. The information should

support a determination that it is “more likely than not” that a violation of academic integrity occurred.

2.02 Within five school days of discovering an alleged violation, but no more than 30 calendar days after the submission due date, the instructor prepares an Academic Integrity Inquiry Form (including a list of possible Academic Integrity Facilitators) and gives or emails the form to the student’s University email address. A school day is defined as a regular class day during the fall or spring semester (if the student is enrolled in a class during summer school or intersession, a school day includes regular class days during the same summer or intersession term). Once an instructor has identified an alleged violation of academic integrity, the student may not drop the course. Students who drop the course will be re-enrolled by the Registrar. Note: In the event an incident is not resolved at the time grade reports are due to the Registrar (e.g., an alleged violation is discovered during the final examination period), an incomplete grade will be assigned until the allegation is resolved.

2.03 The student contacts the instructor within five school days of receiving Form A to schedule a resolution meeting. Pre-finals and finals weeks do not count as school days for this purpose, though if all parties agree, a resolution meeting may be held during these weeks.

2.04 The instructor recommends an academic sanction for alleged violations of academic integrity. For undergraduate, graduate and professional students, the instructor should recommend the appropriate sanction of an admonition or level of either one, two, or three for alleged violations of academic integrity. The following maximum sanctions are:

A. Admonition—essentially a warning by the instructor of record of a course, and not considered a grievance. The sanction for an admonition will be a grade reduction that does not

exceed the value of the assignment in question. An admonition may be assessed for violations including but not limited to the following:

1. Plagiarism/copying of work done for a course, if the plagiarized/copied material makes up less than 10% of the assignment, or deemed a minor violation by the instructor of record (first offense only).

2. Unauthorized collaboration on homework assignments making up less than 10% of the assignment, or deemed a minor violation by the instructor of record (first offense only). A first offense is not automatically treated as an admonition. If an admonition is assessed, the warning and sanction will be reported to the Academic Integrity Office. Ordinarily, an admonition may only be assessed once and adjudication of additional academic integrity violations will take into account the admonition. The resolution of additional academic integrity violations may be adversely impacted by the earlier assessment of an admonition.

B. Level one sanction—a grade of "zero" or "F" for the assignment or examination for violations including but not limited to the following:

1. Copying or paraphrasing a few sentences of material (1-5 sentences or a minor portion) from a written or Internet source without proper citation.

2. Cheating on a quiz or minor assignment. Minor is defined as 10% or less of the total points for the course.

3. Receiving unauthorized help on an assignment.

4. Working on an assignment with others when the instructor asked for individual work. Turning in work that is identical or very similar to others' work. Excessively relying upon and using the ideas and work of others in a group effort.

5. Using a false excuse to obtain an extension on a due date.

6. Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.

7. Failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination). In addition to assigning a Level One sanction, an instructor can assign the academic integrity education program to a student. After the sanction becomes final, a registration hold will be placed on the student's account. Sanctions become final if the student does not appeal within five school days of receiving official notification from the Academic Integrity Coordinator or an Academic Integrity Panel Hearing. The registration hold will be removed once the student successfully completes the academic integrity education program. The student shall contact the Office of Academic Affairs to schedule a time to complete the academic integrity education program.

C. Level two sanction—a grade of “F!” for the course. An F! is a grade signifying the student failed the course because of an academic integrity violation. Level two violations include but are not limited to the following:

1. Turning in a paper copied from another student.

2. Turning in a paper obtained in full or in part from a term paper “mill” or website.

3. Copying material almost word for word from a written source and turning it in as one's own work.
4. Fabricating or falsifying a bibliography.
5. Getting questions or answers from someone who has taken an examination.
6. Obtaining an unauthorized copy of an examination in advance.
7. Using unauthorized notes during an examination.
8. Having another student take an examination.
9. Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
10. Copying from another student during an examination with or without his/her knowledge.
11. Helping someone else cheat on an examination.
12. Stealing an examination or problem answer from the instructor.
13. Having unauthorized access to solutions and/or instructors or solutions manual for a course.
14. Altering a grade or scoring on an examination or paper to obtain unearned credit.
15. In a course requiring computer work, copying another student's program rather than writing one's own.
16. Fabricating or falsifying laboratory or research data.
17. Inappropriately sharing or using work on an online assignment or examination.
18. Turning in work done by someone else.

19. Submitting substantial portions of the same assignment to more than one class without permission of the instructors.

20. Altering course withdrawal slips and similar academic documents. This includes forging an instructor or adviser signature.

D. Level three sanction—recommend a transcript notation of “Administrative Withdrawal for Academic Integrity Violation”; and dismissal from the graduate or professional program and dismissal from the University. This transcript notation is permanent and is intended to be used primarily for violations that are not related to a specific course. Level three violations include but are not limited to the following:

1. Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report or creative component, thesis or dissertation defense, or professional education portfolio, professional presentations, or publications.
2. Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation, presentation, or publication.
3. Altering academic records such as transcripts, falsification of applications for admission or cheating on required prerequisite exams. At the undergraduate level, suspension from the University may be recommended for cheating on required prerequisite exams or altering academic records. The academic integrity violation, such as receipt of a failing grade, may result in additional consequences, including program or aid ineligibility, program dismissal, visa status issues, etc.

2.05 The student, instructor, and Academic Integrity Facilitator meet to discuss the alleged violation and sign the Academic Integrity Resolution Form. The following actions may result from this meeting:

A. The instructor and student agree that no violation of academic integrity occurred. No further action is needed.

B. The student admits responsibility for a violation and accepts the instructor's recommended sanction. A copy of the signed form is given to the student, the instructor retains a copy, and copies are sent to the instructor's department head and the Office of Academic Affairs.

C. The student admits responsibility but does not agree with the sanction. The instructor recommends a sanction and the case is referred to the Academic Integrity Panel. To initiate an appeal the student must submit documentation to the panel within five school days after receiving official notification from the Academic Integrity Coordinator (see procedures for appeal).

D. The student denies responsibility for the alleged violation and does not agree with the sanction. The instructor recommends a sanction and the case is referred to the Academic Integrity Panel. To initiate an appeal the student must submit documentation to the Panel within five school days after completion of the Academic Integrity Resolution Form (see procedures for appeal).

E. The student fails to appear for the resolution meeting. The instructor and facilitator discuss the alleged violation, the instructor recommends a sanction, and they sign the Academic Integrity Resolution Form. A copy of the form is emailed to the student's University email address, the instructor retains a copy, and a copy is sent to Office of

Academic Affairs. The assigned sanction becomes final if the student does not submit documentation to the Academic Integrity Coordinator by the five school-day deadline. In any case where it is determined that an academic integrity violation has occurred, the student's advisor will be notified by the Office of Academic Affairs.

2.06 The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of "W" if the allegation is dismissed or if the student admits responsibility for a level one sanction, however, the student must meet the deadline to drop the course or withdraw from the University. A student may not drop a course in which the "F!" grade was assigned.

Reference:

Oklahoma State University Policy and Procedures. (2016, May). Retrieved from

<https://stw.sp.okstate.edu/policies/Shared%20Documents/Academic%20Integrity%20Policy.pdf>

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Isbell, J.K., Chaudhuri, J. and Schaeffer, D.L. (2018). "It Just Messes Your Mind": U.S.

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Exhibit A

Evidence for Prosecution

Original	Unoriginal
<p>A Natural Setting</p> <p>A History of Exploration and Settlement in Yosemite Valley</p> <p>Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.</p>	<p>A Beautiful Setting in Yosemite</p> <p>Since its first discovery by non-native people in the mid-19th century, Yosemite Valley has held a special, even sacred, hold on the American psyche because its beauty makes it an incomparable valley and one of the grandest of all special temples of nature. While Yosemite holds a special grip on the western mindset, perceptions about the Valley have evolved over time due to changing political movements, migration patterns and environmental issues as man has become more attuned to their relationship and impact on nature.</p> <p>Plagiarized</p>

The Citadel. (n.d.). Examples of plagiarism from turnitin.com. Retrieved from

<http://www.citadel.edu/root/images/plagiarism/examples-from-turnitin.pdf>

Debriefing after Simulation:

How did you feel about the ruling? What stood out to you as important to note? What is important for an international student to know? What is important for a professor to know? Remember that being an OSU student, and furthermore, an OSU student athlete means that you represent not only yourselves, but the university and what it stands for. When you made the decision to come to OSU, you made a decision to live by the Cowboy Code. Does anyone know the code?

The code is:

We end the day knowing we gave it everything we had.

We dream only as big as the sky.

We know challenges come with pain, but pain will not win.

We have a passion to do what's right, even when it's hard.

We stand for what matters, even if we stand alone.

We finish what we start.

Being a Cowboy isn't in our clothes, it's in our character.

What does that mean to you as a student athlete?

Cowboy Code. Oklahoma State University. 2019. Retrieved Nov. 1, 2019. Stillwater.

<https://go.okstate.edu/about-osu/traditions/cowboy-code.html>

Week 14: References and Works Cited for APA and MLA

Overall Instructional Goal:

- Students will be able to create a works cited page and in-text citations using APA and MLA formats.

Learning Objectives:

- Students will be able to use resources to properly cite information from other sources in papers and daily work.
- Students will use language to describe to others how to cite using a specific format.
- Students will be able to expand their understanding of the cultural importance to crediting others' work.

Why This Lesson?

- The simulation created a deeper understanding of American expectations for crediting work. This expands on that by helping students learn two very popular formats as well as terms they will need to know when crediting work.

Materials

- Slide show
- Shared google doc

Appendix 21

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

THE PLAN	WHY
<p>Orientation (10 min.)</p> <p>Ask: After the simulation that we had last week, can we answer the question: How important is it to give credit someone else's work when you use it in your paper?</p>	<p>This question is asked to remind them of the simulation and what they learned from it. It is a great transition to learning how to ensure that academic integrity is not violated.</p>
<p>The 'Connection': Today, I will show you how to credit another person's work and I will give you resources to do that on your own if the writing center is closed and you cannot find a specialist to help you.</p>	
<p>Presentation (20 min.)</p> <p>We will first learn some important terminology. Show the slide show and talk through it with the students.</p>	<p>Many times, what trips students up is terminology. This is a presentation to make sure that they understand the terminology needed to use either MLA or APA style format.</p>

<p>The ‘Connection’: Today, I will put you into groups and give you a format that you will use to reference. Your group will use either MLA or APA style format.</p>	
<p>Engagement (30 min.)</p> <p>Student groups will be given either MLA or APA format to create in their group. I will give them a journal article to reference. They must do three things:</p> <ol style="list-style-type: none"> 1. Create the reference for the reference or works cited page. 2. Paraphrase a piece of the article and do the in-text citation. 3. Find a quote in the article and do the in-text citation. They will put their information on a shared google doc. 	<p>Working through understanding a process is important for students’ understanding of the process. This allows students to work together with teacher support.</p>
<p>The ‘Connection’: Now I would like for your groups to come up to the smart board and show the class the journal article you chose and how you credited the author in the three ways that were requested.</p>	
<p>Engagement (15 min)</p> <p>Students will present their work for the class.</p>	

THE PLAN	WHY
<p>The ‘Connection’: The following homework assignment will allow you to practice citing information on your own.</p> <p>Assessment/Evaluation (15-20 min)</p> <p>Works Cited/References</p> <p>Here is the slide show we went through in class:</p> <p>Here is the shared google doc we completed in class:</p> <p>Instructions: Please complete 1-2 in a Word document and submit the assignment by ____</p> <p>1. MLA Style</p> <p>https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html (Links to an external site.)</p> <p>Please use MLA style (above) to reference the article of your choice.</p> <p>Reference:</p> <p>In text citation of Paraphrase:</p>	<p>This assignment gives students the opportunity to individually work through both formats for one journal article so that their understanding is deepened.</p>

In text citation of a Quote:

2.APA Style

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (Links to an external site.)

Please use APA style (above) to reference the article of your choice.

Reference:

In text citation of Paraphrase:

In text citation of a Quote:

Special Notes:

Appendix 21:

Paper-Writing Terms

1

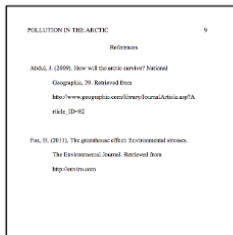
Three Ways to Reference

- APA
- MLA

Both of these can be found at Purdue Owl:
https://owl.purdue.edu/owl/purdue_owl.html

2

Reference Page or Works Cited?



3

Reference Page or Works Cited?

- *APA: Reference Page*
- *MLA: Works Cited Page*

4

What should be referenced or Cited?

- *Anything you read to help you write your paper should be on this page.*
- *If you quote something, it should be on this page.*
- *If you paraphrase something, it should be on this page.*

5

Quotes: In text citation

In-Text Citations (Cont.)

- Short direct quotes (less than 40 words) are set off by quotation marks ("") and are included within paragraphs to maintain flow. You can either use the author's name to set up a quote or put it as a parenthetical reference at the end of the quote.
 - **Example 1:** Doornbos (2012) believes that "Spongebob is the best cartoon of the century" (p. 2).
 - **Example 2:** "Spongebob is the best cartoon of the century" (Doornbos, 2012, p. 2), but we have just started the 21st century.

6

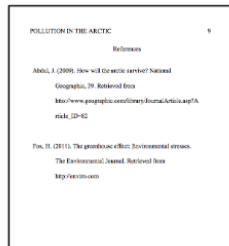
Paraphrase- In text citation

1. *Read information.*
2. *Write the information in your own words.*
3. *Cite the information.*
4. *Example:*

APA In-text Citation (Paraphrase)
 Beyoncé is a powerful role model for girls around the world. She radiates self-confidence, body positivity and shrewd business skills. In fact, she had her own strong role models that helped to develop some of these qualities. The powerful women in Beyoncé's early life helped her become the dominant force she is today (Taraborrelli, 2015).

7

The reference or works cited page is the last page of your paper.



8

Week 15: Engaging and Interacting with the Community Part 3

Overall Instructional Goal:

- Students will be able to understand the importance of community service, mentoring and service learning and their significance to American culture and to their future professional lives.

Learning Objectives:

- Students will be able to reflect on their experience as a mentor.
- Students will use language to collaborate on the creation of an activity and to describe their service-learning experience.
- Students will be able to reflect on an important cultural aspect of American life.

Why This Lesson?

- Many international Student-Athletes come to play college sports and go on and play professionally. If they become professional athletes, they will most likely have a charity

that they will work with. Having this experience will give them some background knowledge to understand the big picture of service and where it might be most needed. For those that do not go on the play professionally, this experience is just as important because they are learning the benefits of giving back to the community.

Materials:

THE PLAN	WHY
<p>Orientation (15 min.)</p> <p>Ask: You have mentored an international elementary student who is learning English as a second language. We have come to our last visit with those students. Share with the class your favorite visit with your mentee.</p>	<p>Students sharing their experiences will hopefully get them to reflect on why community service is a benefit where the giver and the receiver both gain.</p>
<p>The ‘Connection’: As we come to our last visit, I would like for us to visit our students as a group and have a group activity. Today we are going to select and plan the activity together.</p>	
<p>Presentation (15 min.) The teacher will provide a list of groups activities that the class could possibly do during their last visit.</p> <p>Examples: charades, Pictionary, scavenger hunt, play a sport.....</p>	<p>Students need a list to get them started but it is important that they choose as a group what they would like to do so that everyone has ownership in planning the final activity.</p>

<p>The ‘Connection’: Now that we know what activity we would like to engage in with our mentees, let’s separate into pairs and split up the preparation work. By the end of class, we need to have all the parts of the activity ready.</p>	
<p>Engagement (30 min.)</p> <p>Students will work on their part of the activity planning.</p>	<p>This activity allows for communication and collaboration. It also gives the teacher the opportunity to walk around and check for comprehension and that the students are staying on track.</p>
THE PLAN	WHY
<p>The ‘Connection’: Okay, let’s put all the parts of our activity together! I would like for each pair to present their part of the activity. Other pairs need to listen and possibly help to work through any changes that we will need to make.</p>	
<p>Assessment/Evaluation (15-20 min)</p> <p>Students will present their parts of the activity for review.</p>	<p>The activity needs to be perfect when we present it to the elementary students. Sharing our sections of the activity is a sort of practice that will allow for any changes to be made.</p>

The ‘Connection’: I think that we have put together a really fun final activity for our mentees. Please make sure you bring any necessary materials for the activity with you to the elementary school.

Expansion/Homework (75 min.)

Students will have their next class at the elementary school. After we present the activity, they will be asked to write the following reflection:

This semester you engaged in community service at _____ Elementary School. You were asked to provide community service by meeting with an international student at the elementary school.

The purpose of this activity was for you to be a mentor to someone who may be having a similar experience to you. As a mentor you were to mentor another international student who is learning a new culture and language.

On September 25th you were asked to make a “FlipGrid” to answer the following questions: 1. Please describe how your first meeting went. Did the plan you created for the first meeting go well? If so, how? If not, why not? 2. What will you do as a mentor at the elementary school this

The purpose of this reflection is for students to be able to take the experience they had this semester and associate it with what they could do in the future to make a difference in their communities. As local public figures, they can make a difference. This gives them a chance to think about where they could have the most impact.

semester. 3. What kinds of things do you think will help the student you will be seeing. 4. What is your major? 5. What do you see yourself doing after you graduate? 6. What community service can you do in your specific career interest before you graduate?

Writing Assignment

Please review the FlipGrid post that you made.

Reflect on what you said and your experience as a mentor this semester.

Flipgrid Code (Links to an external site.)

Answer the following questions in essay format.

Your essay should be at least 250 words.

Did you do what you thought you would do with your student buddy when you made your

FlipGrid? If not, what did you do that was different? If so, do you feel you were successful?

How did your time mentoring at the elementary school change you? Did you learn anything that you can take with you from this experience?

Has this experience changed the way you think about community service and mentorship? If so, how? If not, why not?

Will this experience help you in the future? If so, in what ways? If not, why not?

Would you recommend that I provide this experience again for next year's new international student-athletes? Why or Why not?

Please submit to this assignment to canvas.

Note: Next week look for your final exam.

Special Notes:

Week 16: Final Reflection

Overall Instructional Goal:

- Students will be able to demonstrate their understanding of academic integrity and plagiarism.

Learning Objectives:

- Students will be able to reflect their understanding of the remaining topics.
- Students will use language to write their understanding through explanation.
- Students will be able to report their understanding important cultural aspects of American university life.

Why This Lesson?

- It is important to check the understanding of each student one last time about academic integrity and plagiarism because they are so serious in American universities. Just as important is to get final thoughts from students about their feelings of the topics of the

class. Their reflections will provide evidence for making course changes for the next group.

Materials:

- Final Reflection

Appendix: 22

Appendix: 22

Final Reflection and Comments

Students, I am so sad our semester is over! I really enjoyed getting to know you and working with you. Please remember that I am your main contact at the academic center when you need assistance with your classes. Make sure to come check in with me in January when you get back. You have two assignments left to do and I will put them below. Please make sure that all of your final assignments are complete.

Instructions:

1. I would like for you to write a reflection of academic integrity and plagiarism. What have you learned? How does what you have learned compare to what you knew before attending an American university? How will this activity guide what you do when writing papers in the future?

Reflection paper of at least 250 words or more.

2. Don't forget to do the Course Evaluation and our Community Service Reflection.

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10. Appendix

Appendix A

Focus Group Questions for Coaches of International Student Athletes

Coaches:

- What were some of your student-athletes' biggest challenges moving to the USA?

Did they know how to ask for things? If not, what are requests they struggled with?

Did they have interactions where people misunderstood them? If so, explain.

- When they first arrived at the university, in what kinds of situations did they feel challenged academically?

Describe some of the challenges they have faced when talking and interacting with **professors**.

Did they communicate verbally with **professors**, others with ease? If so, how. If not, why not?

When they communicated verbally with **professors** and others, did they understand their requests? If not, why not?

Have they ever expressed frustrations due to cultural differences in the **classroom** or in your sport? If so, please explain.

Did they understand their **professors** and others when they spoke to them?

Did they feel frustrations with understanding their professors or others? If so, why?

What are some instances when they found that you may have misunderstood them?

Are there times when their **professors** felt they did not follow through on something they asked of them? What did they attribute that to?

- What was their biggest challenge as a student-athlete?

What are some examples of difficult experiences they have faced as an international student athlete?

Describe some of the challenges they have faced when talking and interacting with **you**.

Did they communicate verbally with **you** with ease? If so, how. If not, why not?

When they communicated verbally with **you**, did they understand your requests? If not, why not?

Have they ever expressed frustrations due to cultural differences in **your sport**? If so, please explain.

Did they understand **you** when you spoke to them?

Did they feel frustrations with understanding **you**? If so, why?

What are some instances when they found that **you** may have misunderstood them?

Are there times when **you** felt they did not follow through on something **you** asked of them? What do you attribute that to?

-How did they learn the university's and athletic department's expectations of them as a student-athlete? Or did they?

Have they expressed frustrations with rules or requirements to you or a professor? If so, can you explain what happened?

Do they ever feel that they misunderstood any of the policies or standards they were required to know? If so, please explain.

- What role does the Academic Center have in their life? How does it help? What could it do to be better?

Did they ever feel concerned about understanding reading materials from their classes? If so, explain.

Do you remember any instances when they felt the need for a tutor? What was the reason?

- Describe some of their experiences interacting with the local community. What do you wish (if anything) that they had known before these interactions?

- What are their experiences like taking hybrid or online classes?

- How is academic writing different in an American university?

Did they ever have any concerns about having to write essays in their classes?

Have they ever had a misunderstanding concerning plagiarism or writing a paper for one of their classes?

Do you remember any instances when they felt the need for a writing tutor? What was the reason?

- How are relationships different in the US? What have they learned that has helped them?

- In what ways have budgeting and finances been something they have had to learn about?

- Time management can be an issue for anyone. Do you think it's harder or easier for an international student athlete? Why/why not?

- Do you think there is discrimination toward international student athletes? Why/Why not? Can you give examples from your own experiences?

- When considering religion, what is different in the US compared to your home country? What should new international student athletes know?
- Are you aware of the Student-Athlete Advisory Committee? What is it and how can international student-athletes be involved?
- How familiar are your international student-athletes with NCAA Rules and Regulations? What rules and regulations should international student athletes be aware of when coming to the US to compete and study?

Focus Group Questions for International Student-Athletes

- What was your biggest challenge moving to the USA?

Did you know how to ask for things? If not, what are requests you struggled with?

Did you have interactions where people misunderstood you? If so, explain.

- When you first arrived at the university, in what kinds of situations did you feel challenged academically?
- Describe some of the challenges you have faced when talking and interacting with **professors**.
- Did you communicate verbally with coaches, **professors**, others with ease? If so, how. If not, why not?
- When you communicated verbally with your coaches, **professors** and others, did you understand their requests? If not, why not?
- Have you ever expressed frustrations due to cultural differences in the **classroom** or in your sport? If so, please explain.
- Did you understand your coaches, **professors** and others when they spoke to you?
- Did you feel frustrations with understanding your coaches, professors or others? If so, why?

What are some instances when you found that they may have misunderstood you?

Are there times when your coaches or **professors** felt you did not follow through on something they asked of you? What do you attribute that to?

- What was your biggest challenge as a student-athlete?

What are some examples of difficult experiences you have faced as an international student athlete?

Describe some of the challenges you have faced when talking and interacting with **your coach**

Did you communicate verbally with **your coach** with ease? If so, how. If not, why not?

When you communicated verbally with your **coach**, did you understand his or her requests? If not, why not?

Have you ever expressed frustrations due to cultural differences in **your sport**? If so, please explain.

Did you understand your **coaches** when they spoke to you?

Did you feel frustrations with understanding your **coaches**? If so, why?

What are some instances when you found that they may have misunderstood you?

Are there times when your **coaches** felt you did not follow through on something they asked of you? What do you attribute that to?

-How did you learn the university's and athletic department's expectations of you as a student-athlete? Or did you?

Have you expressed frustrations with rules or requirements to your coach or professor? If so, can you explain what happened?

Do you ever feel that you misunderstood any of the policies or standards you were required to know? If so, please explain.

- What role does the Academic Center have in your life? How does it help? What could it do to be better?

Did you ever feel concerned about understanding reading materials from your classes? If so, explain.

Do you remember any instances when you felt the need for a tutor? What was the reason?

- Describe some of your experiences interacting with the local community. What do you wish (if anything) that you had known before these interactions?

- What were your experiences like taking hybrid or online classes?

- How is academic writing different in an American university?

Did you ever have any concerns about having to write essays in your classes?

Have you ever had a misunderstanding concerning plagiarism or writing a paper for one of their classes?

Do you remember any instances when you felt the need for a writing tutor? What was the reason?

- How are relationships different in the US? What have you learned that has helped you?

- In what ways have budgeting and finances been something you have had to learn about?

- Time management can be an issue for anyone. Do you think it's harder or easier as an international student athlete? Why/why not?

- Do you think there is discrimination toward international student athletes? Why/Why not? Can you give examples from your own experiences?

- When considering religion, what is different in the US compared to your home country? What should new international student athletes know?
- Are you aware of the Student-Athlete Advisory Committee? What is it and how can you be involved?
- How familiar are you with NCAA Rules and Regulations? What rules and regulations should international student athletes be aware of when coming to the US to compete and study?

Individual Interview Semi-Structured Questions

I. Demographic Data

- a. Where are you from?
- b. What sport do you play?
- c. How old are you?
- d. When did you start to learn about the United States?
- e. Did you have any prior experiences in the United States before you became a student-athlete here?
- f. Did you take the TOEFL? If so, do you remember your score?

II. First Year Experiences

- a. Think back to when you first arrived on campus as a new student. How did you feel you were able to interact with your new environment?
- b. Reflect on the experiences you had. Did you face any challenges?
- c. What was most important to you when you first arrived?
- d. Tell me about your life as an athlete in your first year in the United States.
- e. Describe your life as a student in your first year in the United States.

III. Linguistic Experiences

- a. Tell me about a language experience you may have had on campus during your first year.
- b. Was there ever a time when you felt communication made it difficult to socialize with your peers?
- c. Describe a language experience you may have had in one of your academic classes. Was there ever a time when language was a barrier to communication in your sport?

IV. Cultural Experiences

- a. Think back again to when your first arrived in the United State. What were the cultural differences that you encountered?
- b. When you first arrived were there any cultural experiences you had that you remember well? If so, can you explain what happened?
- c. Think about your athletics. What stands out to you that was culturally unique to you in your first year in the United States?
- d. Think about your social life. What stands out to you that was culturally unique to you in your first year in the United States?

Appendix B

Literature Search of Relevant Topics

Topic	Rationale	Supporting Sources
Communication Skills and Interacting with Professors	Because many international students enter the university with limited English proficiency and a limited understanding of the American academic culture, students will learn about cultural norms of communicating and interacting with professors.	Lee & Opio, 2011 Robertson et al., 2000
Simulation and Role Play of Common Conversations	Because many international students enter the university with limited English proficiency and a limited understanding of the American academic culture, students will be able to practice classroom conversations used in paired and group work in the university classroom.	Moder et al., 1995
University and Athletic Department Expectations of Student-Athletes	Students will learn the expectations the university and athletic department have for student-athletes. They will be able to discuss these expectations in order to understand them fully.	Applied English Center Student Handbook

The Academic Center's Role in a Student-Athlete's Athletic Experience	Students will understand how the Academic Enhancement Center can provide ways for them to be successful academically and athletically.	Applied English Center Student Handbook
Engaging and Interacting with the Community Part 1	Students will participate in a community service project that will expose them to the surrounding community and provide them experiences to understand the community in which they are living.	Lee & Rice, 2007
Successfully Taking Hybrid and Online Classes	Online classes are particularly challenging for students new to the university academic setting. This module will teach students the terminology and expectations of hybrid and online classes at the university.	Zhang & Kenney, 2010
Academic Writing in American Universities	Plagiarism is a concern with all students but particularly with international students because of the limited understanding of what plagiarism is. Students will simulate an experience that will illuminate the issue of plagiarism and how to avoid it when writing academic papers at the university. The purpose of the plagiarist	Howard-Hamilton & Sina, 2001

	simulation is to help students to understand why plagiarism is considered such a high offense in academia and educate them on support available.	
Strategies for Effective Time Management	<p>Training demands limit the number of extracurricular activities, out-of-class activities, research opportunities, and group work.</p> <p>Students will discuss, learn, and practice a variety of time-management strategies to help them be time efficient and effective.</p>	Lee & Opio, 2011
Engaging and Interacting with the Community Part 2 & 3	Students will share their semester-long experiences of engaging in the community and provide reflections with classmates.	Lee & Rice, 2007
Student-Athlete Advisory Committee	Student-athletes may struggle with their situation or sport, and are reticent about sharing their concerns. However, they have a voice in the NCAA through advisory committees at the campus, conference, and national level. However, many do not know the processes or procedures for getting help or learning more.	<p>Pierce, 2012</p> <p>Watson, 2005</p>

NCAA Rules and Regulations Explained	It is vital for students to be cognizant of the rules that govern their athletic and academic experience. Students will be able to review the rules and have opportunities to discuss them and ask questions about them.	NCAA Rules and Regulations Manual
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