TABLE DIRECTORY

TABLE 1

Dr. Sherley Rios, Brant Farrar, & Dr. Armida Rosiles

- Mitigate common course questions with an infographic on 5 syllabus takeaways
- Metacognitive strategies allowing students to personally engage content
- Increase recognizable "real life" applications of content for students via connection notebooks & blogs
- Infographic syllabus that students will want to read
- Interactive lesson format that has students engage with the content first-hand

TABLE 2

Lesley Shelton & Sharon Race

- Replace traditional discussion boards with social reading activities allowing students to collaboratively engage, analyze, & annotate various texts with peers
- Establish transparency through discussions that address students' misconceptions & questions about new assignments
- Analyzation of rhetorical concepts that promote student awareness in presenting information

TABLE 3

Dr. Erika Warnick & Wendy Esch

- Interactive collaborative learning lecture "Celebrity Synthesis" to teach research skills & information synthesis
- Gamification of reference citations into an Escape-the-Room
- Infographic syllabus that students will want to read
- Using Packback to increase the quality of discussion posts & increase student engagement
- Increase critical thinking skills through argumentative essay evaluations

TABLE 4

Kaytee Jackson, Dr. Jamie Wormsbaker, & Taylor Guesnier

- Multimodal projects that bring writing skills "alive" though analysis of target audiences, rhetorical choices, & design elements in argument delivery
- Team presentations that require a critical evaluation and justification of arguments curated for a specific target audience
- Student-centered approach to low-stakes presentations that promotes student-lead discussions to provide constructive criticism

TABLE DIRECTORY

TABLE 5

Steven Sanders & Joe Fly

- Redesigned one stop shop syllabus
- Assisting students to construct and provide objective criticism to support self- and peer learning
- Ethical academic usage of A.I. where students learn to create healthy useful prompts while also avoiding academic plagiarism
- Scaffolding larger assignments into smaller assignments to provide frequent feedback to students that leads to greater clarity of the mechanics of larger assignment

TABLE 6

Nancy Smith & Morgan Keener

- Active collaborative learning of class terms & concepts via term stations
- Connection assignments extend learning to the real-world through personal connections with content
- Evidence portfolios provide students the opportunity to reflect on learning outcomes (SLO) mastery
- 3-2-1 reflection to identify content learned, content struggles, & application of content to oneself

TABLE 7

Emily Gilbert & Mollie Moore

- Using ancient literature to enforce writing skills while building connections between texts to various essay styles
- Metacognition strategies to evaluate skill attainment, progress, & plan individualized learning goals
- Summative self-assessments to analyze graded essays to inform their writing process
- Combat AI usage by focusing essays topics on personal experiences & current events

TABLE 8

Paige Pope & Patti Thompson

- Developing workforce writing skills through the utilization of nonfiction reading & critical analysis
- Creation of student reflection portfolios allowing students to document, monitor, & adjust their own writing process to optimize their writing
- Group revisions incorporating analysis of AI and student generated papers to provide students with valuable information about AI, the grading rubric, & the revision process

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