

Ready to Learn: Read, Discuss, Repeat (RDR)

(because everything needs an acronym)

Book Discussion:

*Creating the Path to Success in the Classroom:
Teaching to Close the Graduation Gap for Minority, First Generation,
and Academically Unprepared Students* by Kathleen F. Gabriel

CEUs and
certificate of
participation
available!

Join the on-campus or online discussion sessions:

Friday, December 6, 2019	Friday, February 7, 2020	Friday, March 27, 2020
<p>Chris Wood, <i>Physics Faculty</i> Setting up your Classroom Chapters 1-3</p> <ol style="list-style-type: none">1. Retention, Persistence, and Success2. Class Climate3. The First Month of the Semester	<p>Jessica Worden & Josselyn Moore, <i>Anthropology Faculty</i> Motivation & Engagement Chapters 4-5</p> <ol style="list-style-type: none">1. Motivation and Attitudes2. Interactive Lectures	<p>Kristin Fruth, <i>Biology Faculty</i> Application Activities Chapters 6-8</p> <ol style="list-style-type: none">1. Reading Assignments and Class discussions2. Writing Assignments3. Resilience, Habits, and Persistence

On-campus discussions sessions will be held in LA 200 and via Blackboard Collaborate from 12 – 1 p.m. Sandwiches and chips provided for on-campus participants.

Receive a **FREE** copy of Kathleen Gabriel's book* when you commit to attending at least two of the three sessions. Pick up your book at one of the following locations:

Open Entry /Open Exit Lab • BTC 120 (M & T, 12 – 9pm; W – F 8am – 5pm)

Distance Learning Office • McDowell 200 (8am – 5pm)

Liberal Arts Office • LA 431 (8am – 5pm)

Bradner Library • A few books are available for checkout at the Library and a copy of the book is also on reserve.

*If you purchase the ebook and bring it to the sessions, you will be reimbursed a \$15 Schoolcraft Gift Card.

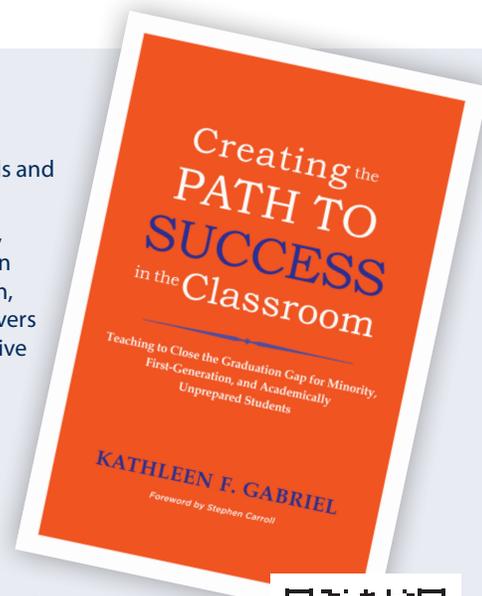
This is a book for all faculty who are concerned with promoting the persistence of all students whom they teach.

Most recognize that faculty play a major role in student retention and success because they typically have more direct contact with students than others on campus. However, little attention has been paid to role of the faculty in this specific mission or to the corresponding characteristics of teaching, teacher-student interactions, and connection to student affairs activities that lead to students' long-term engagement, to their academic success, and ultimately to graduation.

At a time when the numbers of underrepresented students – working adults, minority, first-generation, low-income, and international students – is increasing, this book, a companion to her earlier *Teaching Underprepared Students*, addresses that lack of specific guidance by providing faculty with additional evidence-based instructional practices geared toward reaching all the students in their classrooms, including those from groups that traditionally have been the least

successful, while maintaining high standards and expectations.

Recognizing that there are no easy answers, Kathleen Gabriel offers faculty ideas that can be incorporated in, or modified to align with, faculty's existing teaching methods. She covers topics such as creating a positive and inclusive course climate, fostering a community of learners, increasing engagement and students' interactions, activating connections with culturally relevant material, reinforcing self-efficacy with growth mindset and mental toughness techniques, improving lectures by building in meaningful educational activities, designing reading and writing assignments for stimulating deep learning and critical thinking, and making grade and assessment choices that can promote learning.



Scan with the camera on your smart device to visit the publisher's web page.