# 9th Annual Building Connections Conference

**Russell House University Union, University of South Carolina-Columbia**  
May 24, 2017

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<td>Check-in &amp; Continental Breakfast</td>
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<td>8:30</td>
<td>Opening Session &amp; Keynote Address by Dr. Jay Howard</td>
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<td>Plenary Session</td>
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<td>Lunch, remarks and presentation of the <em>M. Stuart Hunter Award for Outstanding Teaching in University 101</em></td>
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<td>Concurrent Sessions II</td>
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<td>Town Hall Closing Session, door prizes (Ballroom)</td>
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Why Won’t They Talk?
Using Discussion to Facilitate Learning

Faculty often wish to engage students in class discussion, but sometimes our efforts fall flat and we give up the effort. Why should we seek to engage students? What classroom norms sometimes undermine students’ participation? How can we change the norms in our classrooms in order to facilitate discussion and greater learning? Which students are most likely to participate and to choose not to participate? How can an instructor manage both the dominant talkers and the quieter students? We will engage each of these questions utilizing a review of the research to identify ways to structure class discussion to engage students and maximize learning.

Dr. Jay Howard is a professor of Sociology and Dean of the College of Liberal Arts and Sciences at Butler University in Indianapolis. He earned a BA in Sociology from Indiana University South Bend (1988) and an MA (1990) and PhD (1992) in Sociology from the University of Notre Dame. Dr. Howard’s research interests range from the Scholarship of Teaching and Learning to religion and popular culture. His most recent book, Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online, was published by Jossey-Bass (2015).
Designing a Student-Friendly, Learning-Focused Syllabus (Room 203)
Presenters: Katie Hopkins and Carrie Van Haren
Most students view syllabi as just lists of course requirements, rules, and topics to be covered during the semester – a list of things they have to do. Consider how their view would change if the syllabus, instead, emphasized what they will learn. In this session, instructors will discuss a variety of ways the syllabus can be enhanced in order to serve as a roadmap to student learning. In addition, instructors will discuss how the organization and tone of the syllabus can transform the way students view and use the syllabus.

Team Teaching: Strategies for Effective Collaboration (Room 205)
Presenters: Mike Dial, Chandler Casner, Mackenzie Johnson, and Caleb Morris
Peer and graduate leaders are a vital component of the University 101 experience. It is essential that instructors are intentional in their incorporation of peer/graduate leaders in the classroom environment. This session will offer practical examples of how to best utilize peer/graduate leaders within and beyond the classroom and will provide an opportunity to hear directly from current University 101 Peer Leaders.

Strategies for Promoting Academic Integrity (Room 303)
Presenters: Erin Kitchell and Margaret Vienne
Research indicates that first-year students are more likely to cheat than upperclassmen. As such, it is an important topic to discuss within the University 101 setting. This session will consist of an introduction to the new Honor Code, discussion of prevention strategies to support student learning, and an overview of activities that instructors can use to build student understanding of academic integrity in their work. This session supports a variety of outcomes including identifying relevant academic policies and exploring the tenets of the Carolinian Creed.

Navigating the Academic Bulletin and Self-Service Carolina (Room 305)
Presenters: Andy Fink and Ed Short
This session will help instructors understand how to access and find information in the Academic Bulletin. Specifically, participants will be given an overview of the functions of the Registrar’s Office, will learn about academic policies and procedures most relevant to first-year students (grade forgiveness, academic probation/suspension) and, in preparation for a student’s advising appointment and subsequent registration, will learn how to help students navigate Self-Service Carolina. This session will prepare University 101 instructors to answer students’ questions about topics such as the class schedule, course restrictions, and holds.
How Talkers and Non-Talkers View Themselves in Class *(Room 315)*

**Presenter: Jay Howard**

As a follow up to the opening keynote, this session will investigate how dominant talkers and quieter students define both your role and theirs differently. Instructors will also investigate the reasons why talkers participate and quieter students typically choose not to participate. How can instructors reshape students’ definitions of the college classroom and their role in it to increase participation and facilitate learning? This session will provide strategies to help “slow down” dominant talkers and engage quieter students in the classroom.

**Entering the Crossroads of College: Self-Authorship and the First-Year Seminar (Room 322/Senate Chambers)**

**Presenters: Hilary Lichterman and Ryan Lloyd**

University 101 is an optimal setting to support students’ growth as they identify who they are and what they value. Dr. Marcia Baxter Magolda’s Theory of Self-Authorship provides a framework to understand the development of students as they undergo their journey of adulthood. The transition from high school to college can be challenging, and University 101 instructors are uniquely positioned to make a positive impact on the development of their students. Participants will leave this session with ideas for classroom initiatives such as reflection, assignments, and campus engagement that can positively influence students’ narrative as they become the authors of their own life.

**Plenary Session 11:30 – 12:30pm**

Understanding and Addressing a Disclosure Versus a Report of Discrimination/Harassment *(RH Theater)*

**Presenter: Carl Wells**

Only 5% of students who experience harassment, violence, or discrimination report the incident. Those numbers increase, however, when faculty and staff become aware of the barriers to reporting and become acquainted with the appropriate University protocol, procedures, and policies. The purpose of this session is to outline the nature of reports that have been made by University 101 instructors in the past few years, to explain how the Office of Equal Opportunity Programs resolves and/or handles reports from University 101 instructors, and to equip the attendees with the requisite tools, information, and the know-how to assist their students.

**Lunchtime Session: Presentation of the M. Stuart Hunter Award for Outstanding Teaching in University 101**

The M. Stuart Hunter Award for Outstanding Teaching in University 101 recognizes one University 101 instructor annually who demonstrates exemplary teaching, achievement of course outcomes, and who has made a positive impact on students’ lives.
Using *Transitions* in Small but Meaningful Ways *(Room 203)*

**Presenters:** Carrie Van Haren and James Winfield

University 101 assessment data shows that while most students do not see *Transitions* as a valuable and useful resource, the majority of instructors do. Where’s the disconnect? Many instructors are not confident in their ability to talk about or effectively use the text and, therefore, either underutilize it or ignore it completely. As a result, students do not see the value. In this session, instructors will explore easy ways to: introduce students to the text and emphasize its usefulness; share personal testimonies that make the content more tangible for students; and meaningfully incorporate bite-sized sections of the text into course lesson plans.

Integrating the First-Year Read into your Course *(Room 205)*

**Presenters:** Catherine Greene and Katie Hopkins

University 101 instructors can ensure students find significance in the first-year common read, *Callings*, by incorporating meaningful assignments, discussions, and activities into the curriculum. During this session, instructors will discuss ways to effectively integrate this year’s First-Year Reading Experience book into University 101.

Make it Happen! Help Students Create Meaningful Goals *(Room 303)*

**Presenter:** Alexandra Scovel

This presentation will address how to assist students with identifying their core personal values, setting purposeful goals, and actively achieving these goals in a manner that emphasizes progress over perfection. Instructors will have the opportunity to practice this purposeful goal setting approach during the session and will leave with resources and tools to assist University 101 students in this process.

Incorporating Academic Success into University 101 *(Room 305)*

**Presenters:** Lauren Lipinoga and Scott McDonald

First-year students often need to reevaluate the study habits they bring with them to USC in order to be academically successful in college. Therefore, it is important for students to learn and implement active study strategies as early as possible in their college career. This interactive discussion will focus on how to have conversations about academic success early and continuously throughout the semester. Participants will also learn how to help students become more adaptable to their approach regarding coursework and study habits.
Palmetto College Campuses- Instructor Roundtable Discussion *(Room 309)*
**Presenter: Stuart Hunter**
This session is an opportunity to discuss creative ideas, new strategies, and tried-and-true methods for achieving University 101 course learning outcomes on the Palmetto College Campuses. Other topics will include instructor development needs, early planning for a possible 2018 Palmetto College Campuses workshop, and other issues unique to University 101 instruction on the Palmetto College Campuses. Join other instructors on the Palmetto College Campuses for this hour of open conversation.

Building a Positive Mental Health Climate in your Class *(Room 315)*
**Presenters: Rebecca Caldwell and Sterling Watson**
University 101 is an ideal setting to promote a positive, de-stigmatized approach to caring for one’s mental health in college. This session will prepare instructors to identify common mental health concerns of first-year students and strategies to support them. We will provide instructors with an overview of the mental health resources on campus, and suggestions on how to incorporate the topics of resiliency, stress management, and self-care into the University 101 classroom.

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**Thank you to our donors!**

Door prizes will be awarded at the Town Hall Closing Session

5th Avenue Deli
9 Round Kickboxing
Barefoot Campus Outfitter
Bliss Massage Therapy
Bourbon
Columbia Fireflies
Columbia Museum of Art
The Crescent Olive
Cupcake DownSouth
Easter Antiques
Frankie’s Fun Park
Gamecock Athletics
Gervais & Vine
Historic Columbia
Hunter Gatherer
II Giorgione
Inn at USC
Irmo Chapin Recreation Commission
The Mad Platter
Marble Slab Creamery
Mellow Mushroom
Motor Supply Co.
One Eared Cow Glass
Palmetto Outdoor Center
Pasta Fresca
PDQ
Studio Cellar
Thirsty Fellow
Tombo Grille
Two Gals and a Fork
Uptown Gifts
Zesto

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