

## **Sample Teaching Plan**

Name: Male transfer student, Government Major

Date: August 21, 2008

By: A. Mentor

### **Summary of the Student**

The overall impression is that the student is a very confident, intelligent, agreeable, and busy person. His confidence seems to stem in part from his ability to perform well in school while keeping a fairly demanding job, and a full social calendar. Also, the student seems to have an established support system within his family, with two close family members attending or having already attended college. Since he does not depend directly on his job for day-to-day survival he should be able to continue to successfully juggle work and school.

The student seems perceptive of problems in his past, namely his poor performance the first year at his Junior College, and has worked successfully to remedy problem situations. At the same time he is ambivalent about his performance in high school (2.97 GPA) and does not seem overly motivated to outperform his current standings (3.2 GPA). While not overly motivated toward any one particular goal, the student is very agreeable to suggestions for courses of action. With minor intervention the student will almost certainly become successful here at the University.

The student does not have much academic resume experience. Most of the student's previous activities have been centered around sports, friends, and working at non-major related jobs. As mentioned the student seems open to new activities as well as jobs/internships. The student will benefit in the long-term by finding time to participate in academic and campus activities.

The student does not appear to be overly talkative, giving short and not very detailed responses. This point will be important throughout the semester. Mentor will have to remember to ask more follow-up questions to make certain that necessary information is known. Despite the lack of talkativeness this student is fully capable of conducting himself without help from mentor, therefore at meetings, advising sessions, and social gatherings mentor will step back and let the student take the lead.

### **Short-term Goals**

- Make an appointment to meet with major advisor, ask student to bring copy of transcripts
- After speaking with major advisor, it is possible we will need to make another appointment to speak with a general academic advisor about transfer credits and GE credits
- Meet with student to go over syllabi from all classes, determine if there are any problem areas in the semester, so that student can plan ahead to take time off at work
- Meet with student to discuss study habits, specifically: how he prepares for writing papers, taking exams, and how he approaches daily reading assignments
- Visit the career center, make an appointment to talk to a career counselor, bring questions
- Visit the career center to look at their Career Information Library, (<http://www.csus.edu/careercenter/STUDENTS/library.stm>) for information on careers in Government, take notes
- Meet with student at a computer lab to look over SacCT, and to show him where he can print on campus
- Meet with a couple of Government Professors, during office hours, from different fields to see if student shows an interest in a particular field
- While meeting with Professors ask if they have any ideas for paying jobs that are related to the major, and ask about any particular jobs that would need, or benefit from student already having an AA
- Meet with Professor Wadle about internship opportunities, and discuss the (positive?) results of internships
- Check on the dates for WPE registration (the WPE office is in Calaveras Hall room 111 or we could call (916) 278-6409)
- Check on intramural sports signups, check hours for rec center, pool, etc. <http://www.csusrecsports.org/> and <http://www.csusrecsports.org/intramurals.php>
- Check the Odyssey Mentor Program/Government Department schedule of workshops to see if there are any student can attend, if so prepare student for workshop
- Ask Professors for a recommendation of a student assistant we could speak with regarding their experiences working as a student assistant
- Visit the Office of Global Education (916) 278-6686 Lassen Hall room 2304 for information about studying abroad, ask if there are students we could talk to

- Check ASI schedule of events for clubs and organizations to see if student might be interested in attending any events (<http://www.asi.csus.edu/slsc/>) check the links for union events, campus events, associated student events

### **Long-term Goals**

The long-term goals will be divided into two parts, the Fall 2008 semester and the Spring 2009 semester. The priority goal for the Fall 2008 semester will be to help the student find an academic focus. The purpose of choosing such a goal is to motivate the student to perform well. The other purpose to choosing such a goal is to help the student find a post-graduation focus (job or graduate school). The mentor feels that without a focus the student may struggle more than with a focused academic goal. In the process of meeting this goal the student will become acquainted with several professors, have a preview of courses within the major, meet students within the major, visit many campus offices and learn about their services, and attend campus events sponsored by clubs and organizations.

The long-term goal for the year (Fall 2008 and Spring 2009) will be to build the student's academic and work resume while maintaining a high(er) GPA. By doing so the student will be better prepared to enter the workforce or apply to graduate school after graduation. To achieve such a goal the mentor and student will be meeting with the internship coordinator (Professor Wadle), meeting with previous or currently employed student assistants to inquire about job qualifications, talking with many Professors about job and volunteering opportunities, and visiting the Office of Global Education.

### **Predicted Successes**

As mentioned in the summary, the student is generally confident and easygoing. The student should have very few problems acclimating socially at CSUS. Since there is already a family member attending the University, it is possible that once the student has been exposed to

a few events, clubs or organizations he and his brother might attend such events together. Additionally, the student seems to be a proficient writer and since he has already taken his required English courses he should be able to pass the WPE and move on to his writing intensive courses by next semester. Given that the student seems intelligent and quickly perceptive of events and his surroundings it should be fairly easy to assist him in finding a course of study and at least one possible career objective. After meeting with an advisor, a few professors, talking with a few graduate students, and shadowing in a couple of courses it is predicted that the student will easily find a field of interest by the end of the semester.

### **Potential Problems or Issues**

The first potential problem with student might be the conflict of interest between finishing his four year degree in two years and working at his job. Student insists that his job is flexible; however, working five nights a week does make it difficult, although not impossible, to study. This problem could be negated by planning ahead throughout the entire semester. If student knows about assignments and tests ahead of time it should give the student time to complete assignments and study for tests. However, even with a flexible schedule taking more than 12 units could result in student's grades declining.

The second potential problem was also mentioned in the "predicted success" section of the teaching plan. The problem is that student wants to finish in two years but has no concrete interests in a field of study or a career plan for when he graduates. However, this uncertainty could be negated within the first semester at CSUS by achieving some of our short-term goals, such as meeting with an advisor, visiting a few professors, going to a couple of workshops, a few (daily) audits of a couple of courses, talking with Professor Wadle, and a visit to the career center. If student became interested in a particular field or course of study it might serve to

motivate him to study and plan for his life after graduation. It is possible that the student may add a semester to his tenure at CSUS while he is figuring out his plan.

The final problem or potential issue is complicated, the student seems confident in his abilities to perform at school; his GPA is currently at a 3.2. However, since he does not know what he wants to do with his government degree this *could* be a potential issue if he decides that he wants to do graduate school or an internship. Specific plans need to be put into place to make sure that he maintains at least a 3.0 and possibly raises his GPA to ensure that he is able to access any opportunities in the future.

### **Updates and Changes**

This section will be dedicated to any updates or changes in the short-term or long-term goals, any new potential problems, and any unexpected successes. The updates and changes section will be instrumental in helping you write your end of semester evaluation. The more up to date you keep your updates and changes section the easier your end of semester evaluation will be. Items in the update and changes section may reflect issues that you wrote about in your weekly on-line journal.