

## RESOURCES FOR ILO #1

**Personal Attitudes and Behaviors: helping students acquire the self- confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.**

### Useful websites:

- [www.smc.edu/honorcouncil](http://www.smc.edu/honorcouncil) (Honor Code, Honor Board)
- [www.smc.edu/disciplinarian](http://www.smc.edu/disciplinarian) (Code of Conduct)
- [www.smc.edu/ombuds](http://www.smc.edu/ombuds) (grade issues, tips for students and teachers)
- Academic Senate website for Ethics Committee (Statement on Professional Ethics)
- Academic Senate website for Student Affairs Committee (Administrative Regulations for students, 4000 series)
- The Ethical Professor (can be found in All Public Folders under discussion items, Academic Senate)

### Places on campus for students to gain information on their Personal and Professional Lives:

- Transfer/Counseling Center
- Health and Psychological Services
- Career Center (jobs and internships)
- Counseling 12 and 16 (career planning classes)
- Learning Disability Center
- Library
- Community Service (Alpha Gamma Sigma and Phi Beta Kappa, Honor Clubs)
- Student Life/Associated Students (for clubs and other campus involvement opportunities)

### Best Practices for Building Self-Confidence in Students:

- Recognize that many students lack confidence in their ability to be successful in your classroom.
- Give individual recognition to students by learning their names.
- Give very clear directions for assignments. Encourage students to ask questions. Thank them for asking for clarification. Show examples from past students, if appropriate.
- Gradually increase your demands for student performance. Build skills – don't expect mastery all at once. Give in-class time for practice, perhaps working with a partner.
- Give students clear feedback, especially on early assignments, from which they can determine how to improve their work.
- Include both positive and corrective feedback on written work.
- Allow students the opportunity to rewrite or re-do assignments for an improved grade, so as to avoid discouragement over a poor grade early (or even later) in the semester.
- In advance, be specific about the form and content of your exams -- including your advice as to how to study for them.
- Require or give extra credit to students who visit you during office hours before &/or after an exam or large assignment.
- Offer study sessions or give practice exams before tests are given.
- Be available to assist students outside of class and be aware of tutoring resources that you can direct them to. Consider offering extra credit for going for tutoring.
- Provide opportunities for students to work with a partner or in a small group. Require this kind of oral sharing before requiring students to speak in front of the entire class.
- Before class discussions, give students the opportunity to write answers to questions that will be asked. This way, you can feel free to call on even the shyest of students to give answers orally.
- Reinforce students' efforts to answer questions, participate in discussions, etc.