

Lesson Outline
September 17, 2019

- 1) **A3 Preparation article materials.**
 - a) students will get into informal groups to discuss questions related to ISU's mission statement and the document discussing land-grant institutions
- 2) **Discussion of news profile examples.**
 - a) Following discussion of the A3 preparation materials, we will discuss news profiles since the students are going to have to use ISU's mission statement and the land grant article to help them write a profile on the campus organization of their choice to fulfill the requirements of A3. This discussion will be done in the form of a jigsaw. The jigsaw has three phases:
 - i) Phase 1: Prior to class, students were divided into four groups and each group was assigned a news profile to read or watch. I told them to come to class prepared to provide a summary of their profile to other students who had not read or watched the profile.
 - ii) Phase 2: During phase 2 of the jigsaw, students will get into a group with the other students who have read their same article and they will prepare a short presentation about their profile that they can give to students who have not yet read/watched their profile. To facilitate their presentation preparation, I will give them a list of guiding question (PPT slides)
 - iii) Phase 3: The groups will be reconfigured so that each member of the original group has the opportunity to give his/her prepared presentation to a group of students who have not yet read/seen the profile in question.
 - (1) Following the presentations, I will show the groups a follow-up slide with questions to help them make connections between profiles and to discuss how they can use the information in the slides to help them complete A3
- 3) **Making connections.**
 - a) Most of the remainder of class will be spent attempting to help the students make connections among the profiles they read, the A3 preparation documents (ISU's mission statement and the land-grant document), and the profiles they are assigned to write about the campus organization of their choice. Part of this process will involve giving them research questions they can answer as they write their paper (see slides)
 - b) Once the research questions are presented, I will show students where they could go to find information about their program and they will spend the rest of class looking for useful information about their organization they could possibly use to help them respond to the research questions presented in the slides.