

**ENLACE Leadership Institute
Master's Program in Higher Education**



**TEACHING & LEARNING
TOOLKIT
FOR HIGHER EDUCATION**



2021

INTRODUCTION

The purpose of this toolkit is to provide NEIU instructors with a set of best practices that respond to particular student needs. I would like to thank Nancy Cardenas, ENLACE Cohort 11, for designing this toolkit and Priscila Linares, ENLACE Cohort 11, for researching best practices during their internship with the ENLACE office in the spring semester of 2021. A special *muchas gracias* goes out to NEIU's Dr. Nicole Holland, for her extensive feedback. This work is founded in our love for students and our hope to support them in the classroom and with their personal transformation. We aim to help instructors recognize and dismiss a deficit lens towards students and equip them with resources, activities, and classroom designs to become more effective in supporting students.

As director of the ENLACE Leadership Institute and coordinator of the Higher Education Master's Program at NEIU, I am grateful to support these student projects that ambitiously intend to transform the experiences of Latinx students, 1st generation, Black, Indigenous, & students of color in higher education.

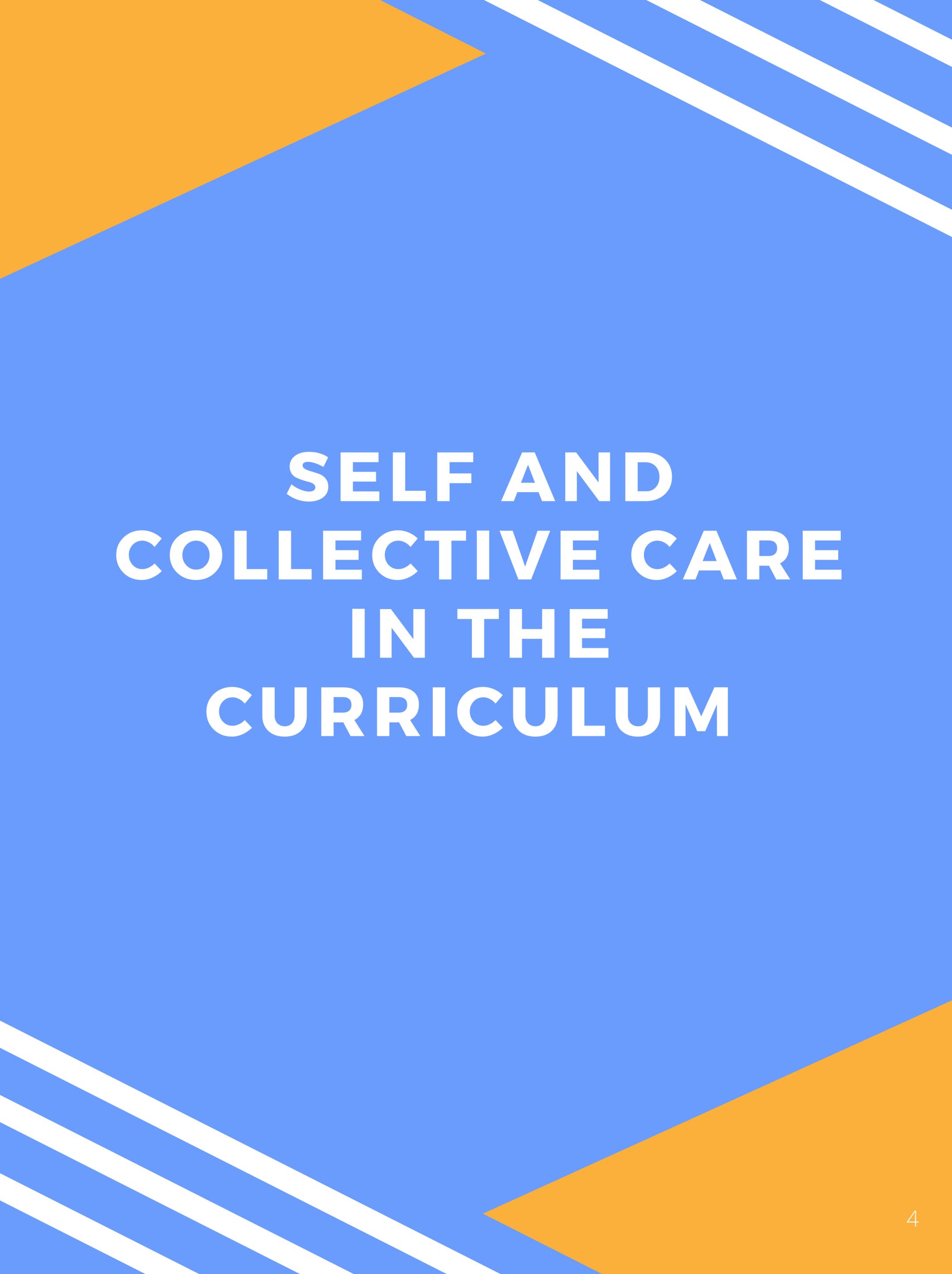
Gracias y abrazos,

Gabriel Alejandro Cortez, PhD
Director, ENLACE Leadership Institute
Master's in Higher Education
Literacy, Leadership, & Development
College of Education
Northeastern Illinois University
g-cortez@neiu.edu



CONTENT

Self & Collective Care in the Curriculum	4
Equity Grading	10
Pedagogy Transformation	14
The First Day of Class Check-List	17
The Syllabus	23



**SELF AND
COLLECTIVE CARE
IN THE
CURRICULUM**

SELF AND COLLECTIVE CARE IN THE CURRICULUM

The COVID-19 pandemic of 2020 has brought immense challenges to the physical and mental health of our NEIU college students, faculty, staff, and community members. Racial political tensions, unemployment, natural disasters, among other things, have made it even more scary and stressful. That is why it is important for individuals to take care of their wellness and the wellness of others.

Instructors, you have the power to make self and collective care a priority in your classes. Self care refers to taking care of yourself. Further, collective care is a form of caring for the community. However, self care IS NOT a selfish act. It is in itself caring for the community by engaging in practices that heal, recharge, refocus, etc. It is difficult to perform optimally when you have not shown care for yourself. It is important to point out how our identities (race, gender, religion, socioeconomic status, etc.) affect our self care. College students, especially 1st generation, Black, Indigenous, and students of color, need help in giving themselves permission to care for themselves. These practices can also help students with clarity and motivation.



Implementing self and collective care in your curriculum will help instructors be more aware of the wellbeing of their students. It will also help students to learn how to take care of themselves, manage their emotions and be more willing to ask or accept help from others.

LIST OF SELF AND COLLECTIVE CARE ACTIVITIES

- **Breathing** Take 3 deep breaths in through your nose and into the bottom of your stomach and then exhale from your stomach through your mouth.
- **Mindful meditation** Close your eyes. Take 5 minutes to turn off your antenna and focus on your breathing and picture yourself at peace.
- **Before and After Class Hashtags** What's your hashtag of the day? How are you feeling today? How are you leaving class today? (ex: #happy, #overwhelmed!, #stressed, #grateful)
- **Start class with an opening question** How are you practicing self care? How will you practice self-care this week? Students will be able to get ideas from each other on how to practice their own self care.
- **Take breaks!** Pause for mental breaks. Budget your lesson and project time into short 40 minute increments and take breaks periodically. Encourage students to stretch, grab a snack and drink water during the break.
- **Start and end class with a daily affirmation** Share a picture, quote, image, etc.
 - **Help students complete the following sentences:**
 - **What I love about myself is my ability to _____.**
 - **I am good at helping others to _____.**
 - **I practice self care by _____.**
- **Provide a space for students to check in with each other** If you are teaching online, use the break out rooms setting. To help start the conversation, ask students to reflect and be mindful of their rose, thorn, and bud experiences. Give them about a minute to sit silently to write down their rose, thorn, and bud. Share your own rose, thorn, and bud and then ask them to share their rose, thorn, and bud.
- **Thorn and Bud Activity**
 - **Rose:** Highlight, success, small win, or something positive that happened
 - **Thorn:** a challenge you have or are experiencing.
 - **Bud:** Something you are looking forward to

HAVING INDIVIDUAL CHECK-INS WITH YOUR STUDENTS

Not all college students are willing to open up and share their feelings and experiences with others. Have flexible office hours so that students can reach you. Check-in with your students individually to assess their well-being health. Below are 10 check-in questions to ask during your meetings with your students. Remember to affirm your students' development and to remind them that you are here to help them become scholars. Affirmation is key!

10 Check-in Questions

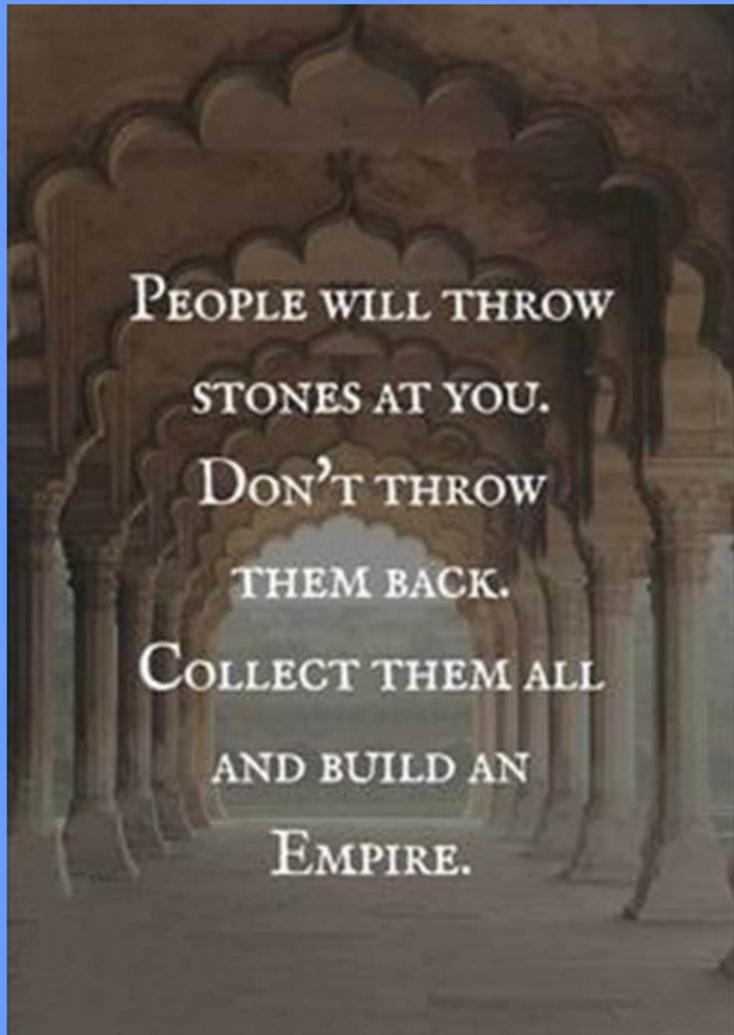
- 1. How are you feeling today?**
- 2. What is something you have enjoyed learning/doing this week?**
- 3. What challenged you today or this week? (how have you overcome that challenge or will overcome the challenge?)**
- 4. What makes you say that/think that/do that?**
- 5. What have you learned about yourself throughout this semester?**
- 6. What is getting in the way of your learning? What can I do to help you with that?**
- 7. Is there any way I can help you?**
- 8. What are you looking forward to?**
- 9. How do you take care of yourself during stressful times?**
- 10. How are you going to practice self care in the next few days?**

Making student referrals

Listen to your students and assess their mental health. Share your concerns with your students and provide recommendations for campus and/or community resources. If your student shares challenges and serious emotional behaviors that are beyond your ability to help, you may make a referral to NEIU Counseling Services.

For more information: <https://www.neiu.edu/university-life/student-counseling-services/making-referrals>

just
breathe



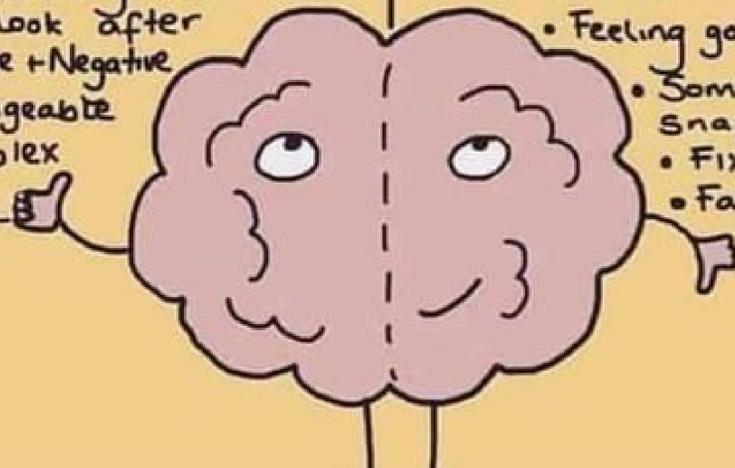
MENTAL HEALTH

IS...

- Important
- Something everyone has
- Intrinsicly linked to (+ probably inseparable from) physical health
- On a continuum
- Worth making time for
- Part of being human
- Something we need to look after
- Positive + Negative
- Changeable
- Complex
- Real

ISN'T...

- A sign of weakness
- Shameful
- All in your mind
- Always something negative
- Something you decide to have
- Something to think about only when it feels broken
- An interchangeable term with mental illness
- Feeling good all the time
- Something you can snap out of
- Fixed
- Fake news



”

If You're Struggling,
Darling, I beg you to breathe and let yourself feel everything you are feeling. Let the emotions out into the world, don't hold them inside your heart any longer.

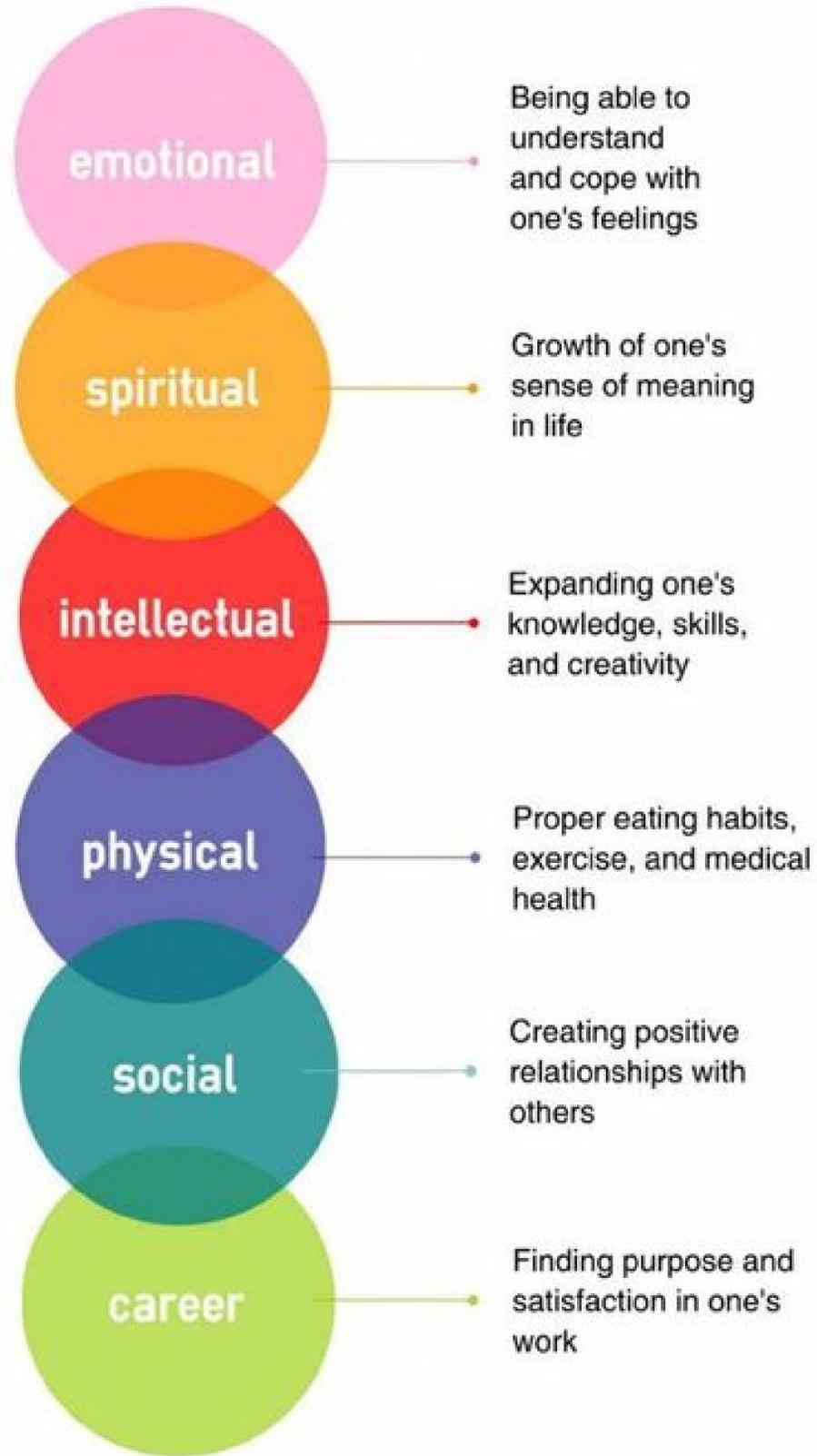
Be Kind

to yourself. You're doing your best. Don't let your inner critic tell you what you should and shouldn't feel. You're only human.

| *Nicole Marie B*

We don't appreciate negative vibes around here. Move along.

W E L L N E S S



gutsygirlwellness.wordpress.com

“Put yourself at the top of your to-do list every single day and the rest will fall into place.”

—Unknown

EQUITABLE GRADING

EQUITABLE GRADING

For students, faculty, and staff, grades help determine course placement, scholarship eligibility, and job opportunities. In addition, grades affect a student's performance and motivation. For 1st generation, Black, Indigenous, and students of color, high grades are translated to meeting cultural expectations of what it means to be a “good student” or having “college success.” Grades become an important part of students' identity development.

Grading policies vary within departments and even between professors that are teaching the same course. Each course syllabus outlines the grading policies created by each professor's beliefs of how to measure student achievement. Because of these disparities, it is important to examine current grading practices and try more equitable approaches. Below is a list of ways how instructors can help make their grading seem more equitable for their students.

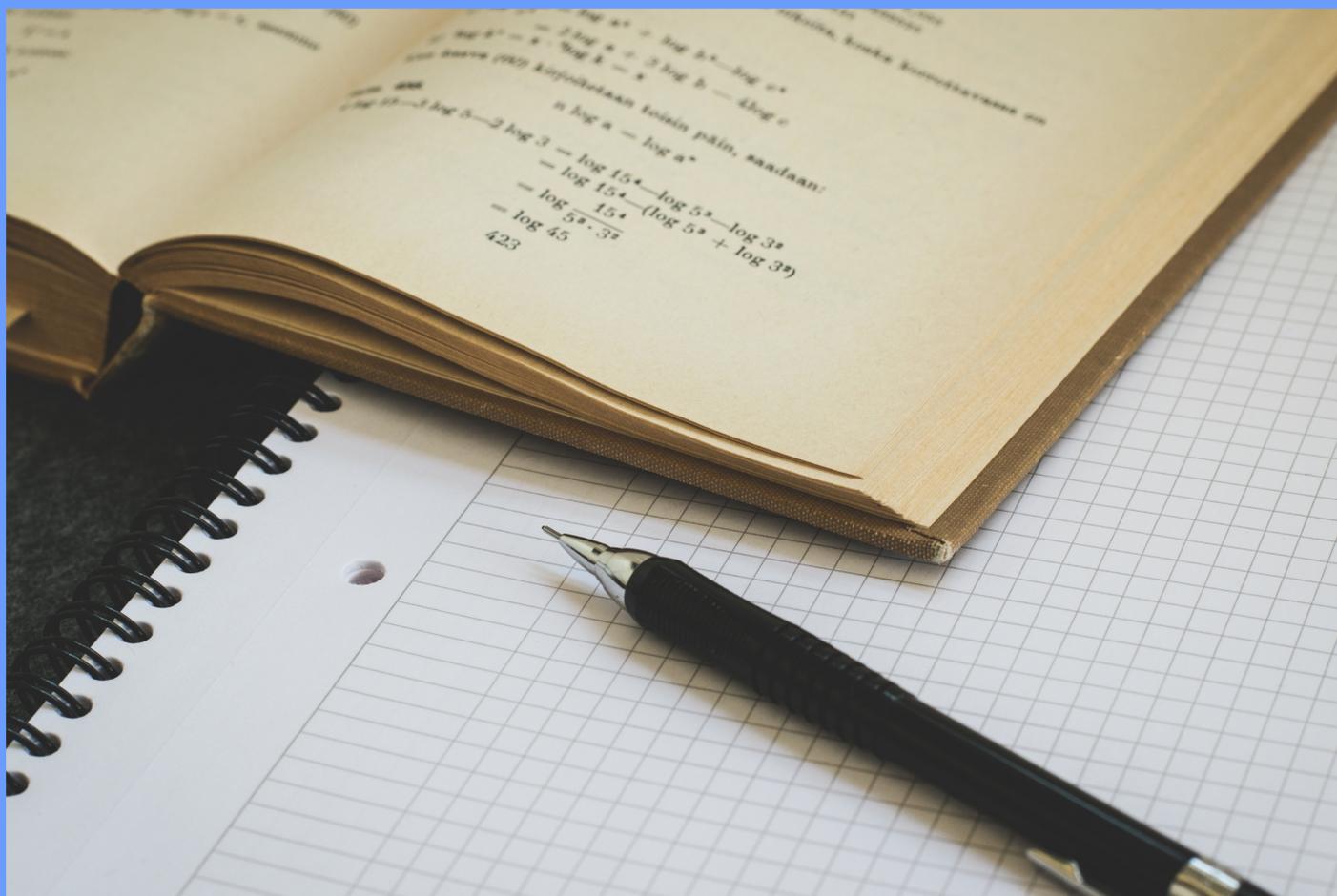
Suggestions For Equitable Grading

- ***Change your Grading Scale*** Most instructors use a 100 point scale with a range for passing at 40 points (60-100). This leaves the “failing range” to 59 points (0-59). Changing the passing grade to 50% instead of 60% will make the passing range and failing range more equal. Changing the grading scale will help students start at a higher advantage. For example, give a student a 60% for their assignment instead of a zero percent.
- **Provide a rubric for each assignment** At the beginning of the semester it is important to provide detailed instructions and grading of each assignment. A list of objectives and detailed rubric will help students understand how they are going to be graded. Providing students with this information at the beginning of the semester will give students more time to ask questions, seek clarification, and will also give them a better chance of succeeding.

- **Providing assignment tools** First year students are not used to college level writing assignments, especially students who are the first in their family to go to college. Providing an example of an APA or MLA format, and other tools, including clear instructions of the assignment will help guide them through the writing process.
- **Support hope and growth mindsets** If students fail a quiz, test, or is simply not happy with their results, provide them with opportunities to retake and replace their grade to the highest they are able to receive. Let students learn from their mistakes. In addition, provide to your students extra credit opportunities. This will give students opportunities to show how much they are learning and will reward them for the effort they put into developing their grades.
- **Evaluate students based on their knowledge, not on their behavior** Grades that are based on student behaviors such as participation, turning on their camera, joining class on time and being prepared should be removed from the syllabus grading distribution. During this pandemic, several students had to transition to an online learning platform. Some students are challenged with internet stability, family distractions in the background, or even feeling vulnerability when sharing their living environment. Furthermore, students may also feel Zoom fatigue. Grades should not be used to reward compliance. Grades should be based on students' demonstration of course content.

WHAT DO I DO IF MY STUDENT IS MISSING OR NOT TURNING IN ASSIGNMENTS?

- **Avoid giving an F for missing work** If a student is missing work, you can give them a grade of 30%, 40%, 50% or simply excuse the assignment.
- **Extend deadlines** If a student is missing work, meet with them and help them create a timeline by when they should be able to complete the assignments.
- **Re-evaluate what assignments “really count”** Review and remove the assignments that are bringing a student's grades down. For example, if a student receives a 40% or lower, remove it or provide re-do opportunities.
- **Give extra credit opportunities** If a student is struggling with turning in assignments, then give them the option to replace that assignment with extra credit opportunities.



PEDAGOGY TRANSFORMATION

PEDAGOGY TRANSFORMATION

Covid-19 has brought to light the racism and inequalities that our first generation and students of color are experiencing. The purpose of the following information is to promote social justice in the education system. By working together as a community we will continue to stay committed to diversity, equity and inclusion.

Below are guidelines as a point of entry for instructors from a variety of background identities and disciplines to help engage this work in their personal teaching experience.

Self-Educate and Self-Reflection

The first critical step in the process is to first self-educate yourself about the realities of inequality, trauma, and healing within identities that your students are bringing to the classroom. Self-education is an ongoing process. It is critical to also self-reflect on your personality and biases. Below are some resources to help you in your journey.

- **Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces (2021).**
- **How to be Anti-Racist by Kendi, I.X., (2019).**
- **Adichie, C.N. (2009, July). The danger of a single story [Video]. TED.**
- **Ash, A. Hill, R., Risdon, S.N., & Jun, A. (2020). Anti-racism in higher education: A model for change. Race and Pedagogy Journal, 4(3), 1-35.**
- **SYLLABUS REVIEW GUIDE FOR EQUITY-MINDED PRACTICE**

Address Curricular Gaps with Intentional Course Design

In addition to critical self-reflection it is important to review your own classroom syllabus. The syllabus is more than describing the course and assignment deadlines. It conveys your commitment to equity in and out of the classroom. *Tip: Include contributors in your field of study from diverse backgrounds (Race, Religion, Gender)*

Foster a Compassionate Classroom Community

It is important to dismiss a deficit lens when students underperform in their assignments. Meet students where they are at and start working from there. Allocate time in the curriculum for students to process their experiences. This may mean leading difficult conversations about personal obstacles and/or social justice issues. It is important to address a clear set of community norms and values and rely on those when having these conversations. Are you and/or your students experiencing microaggressions?

Circle Check-Ins

Every now and then during the semester, facilitate a circle check-in with your class: "How do you feel about your progress in class?" and "What do you need to help you improve?" Only one-person can speak at a time. Students are given space to verbally articulate their experiences with the learning material and listen to their classmates' narratives as well. You can also use discussion boards, polling apps, etc. for students to check-in.

Commit to Action Beyond The Classroom

While discussion and activities in the classroom can be impactful, it is important to also help your students identify and connect within the campus community in order to access additional information and resources. College students, especially first generation and students of color, will need connections with faculty and staff that are allies or share similar cultural backgrounds. Below are NEIU programs to share with your students:

- **[Angelica Pedroso Center For Diversity and Intercultural Affairs](#)**
- **[Undocument Student Resources](#)**
- **[Student Disability Services](#)**
- **[Proyecto Pa'Lante](#)**
- **[TRIO Support Services](#)**
- **[Queer Student Leadership institution](#)**

For more information, please visit NEIU's Equity Minded & Inclusive Practices page:<https://sites.google.com/neiu.edu/ctl-resource-hub/equity-minded-inclusive-practices>



THE FIRST DAY OF CLASS CHECKLIST

THE FIRST DAY OF CLASS CHECKLIST

■ Introductions

The purpose of your introduction is to present yourself as a unique individual who will facilitate students' learning in the classroom and beyond. In addition to your name, below is some information you may consider sharing:

- **Personal Biography** share the place you were born and raised. What is your family ethnic background? How many siblings are in your family? Are you the oldest, middle, or youngest child? What is a fun family tradition? What are some important things that you and your family value?
- **Education Biography** Share about your college experience. Where did you go to college? Share a favorite memory or an important lesson you learned during your college years. What advice do you give to first year college students? If you were a first generation college student, what advice would you give to first generation college students in your classroom?
- **Teaching Biography** Share with your students the classes that you teach. Share about your field of study and concentration. How did you become interested in that field? What do you like the most about being a professor?

■ **TIPS:** *Share a PowerPoint with photos or videos to help introduce yourself to your students.*

Allow Students To Introduce Themselves

Give your students the opportunity to share more than just their name, major and year in college. Here are two activities to help break the ice.

- **Show and Tell** Each student will bring one object to class to share with others. Where did you get the object? Why is it important to you? What would you like others to know about you through your object? (example of object: basketball, journal, photo, book, t-shirt, etc.)

- **My Collage Presentation** Each student will create a collage on a Power-Point slide with pictures (both personal and from the internet) that represent the student's: 1. Family, 2. Values, 3. Accomplishments, 3. Short and long term goals, 4. Hobbies, 5. Skills (Present/Aspiring).
- Give each student 3 minutes to share their collage to others in the classroom.

TIPS: Take notes on the things that your students share. Oftentimes, first generation college students have family responsibilities such as babysitting or working to help their family financially. The more you know about your students, the more insight you will have when seeking to best support them through the semester.

- **Course Overview** Provide a course syllabus to your students and review it together during the first day of class. Highlight the important sections of the syllabus: introduction to the course, pedagogical goals of the class, list of articles and textbooks needed for the course, expectations and policies of the university and of the professor, the types of assignments and the grading scale, and class calendar of the semester (highlighting important deadlines).

TIPS: If using D2L, help them navigate through the account. Show them where you will be posting assignments, messages, and deadlines. Show an example of submitting an assignment and the confirmation email. Be clear in how long it will take you to grade assignments and will provide the grade and/or feedback on D2L.

- **Explain Your Expectations** Be clear of your high level expectations and support for all students in the classroom. It is important to communicate and remind students that they belong in the university and are capable of achieving at high levels.

- **Expectations in the classroom** Share with your students your teaching approach and the activities that will be done in the classroom or virtually. Before each important assignment provide rubrics and guidelines with enough time for questions and clarification. This is part of the learning!
- **Provide SAMPLES for formatting** Make sample assignments available for students to help them format their work according to your desired guidelines.

- **Expectations outside of the classroom** Review the assignments that students will be expected to complete outside the classroom. What are the primary readings for the course? Is it accessible electronically? Will students be expected to work on group projects? Where will students be submitting their assignments and group projects? Will you be using D2L to share important announcements?

TIPS: If you are teaching an online course, give your students a questionnaire about how they will be attending virtually. Will they be using their cell phones or computers to connect to class? Do they have stable internet connections? Remind students that it is completely okay to be off camera. Encourage your students to add a photo & use their full name on their virtual profile account.

Instructor Responsibilities Share the instructional resources with

students. This includes, but not limited to, Power-Point presentations, lecture recordings, study guides, constructive feedback on assignments, extra credit opportunities, study sessions, etc. Make sure all readings, assignments, and activity instructions are accessible electronically on the first day of class.

Student Responsibilities Participation is crucial for learning & group discussions. Participation can come in different forms when teaching virtually. Explain your expectations for participation in class by using the chat & raising the hand icon on the virtual platform settings. Discuss the policies on absences, make-ups, emergencies & special accommodation needs.

Self-Care Inside and Outside The Classroom Starting a new semester of college can be both exciting and nerve-wracking to students. It is important to help them find healthy coping strategies to get through stressful periods of the academic year. Their mental & physical health is important to you & to the community. Knowing how to practice self-care will help prevent burnout, minimize stress, & help eradicate other health challenges.

TIPS: To help start a conversation about self-care, share how you practice self-care and ask to share different ways they cope with stress. In addition, share what you will be doing in the classroom to help them practice self-care. For example, let students know that there will be a 10-minute break within the lecture period. Encourage your students to check in with you in case they feel overwhelmed or lost with the class assignments.

- **Share Your Contact Information** Let your students know what is the best way to contact you. Share your email address, phone number, and office hours.

TIPS: Set mid-semester individual check in meetings. Going to office hours can feel a bit intimidating for first generation and underrepresented college students. Make office hours an assignment or extra credit to encourage students

- ***to attend. Set virtual appointments with students during your office hours.***

On Books Reserve a textbook copy at the NEIU library for your students. Also, not all students have textbooks in the first few weeks of class because of delayed financial aid processes. It is helpful if you can start textbook assignments in the 3rd week of class. You can also use circle check-ins so students can strategize access to textbooks.



Student Health and Wellness Services



Ronald Williams Library



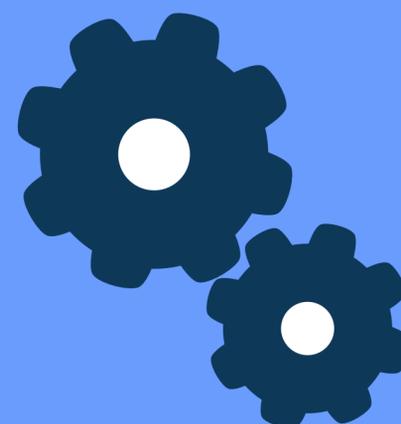
Learning Success Center



Student Counseling Services



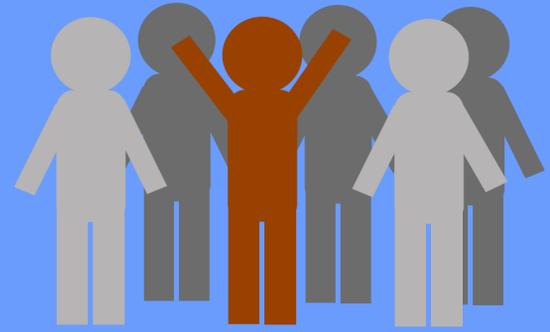
Student Disability Services



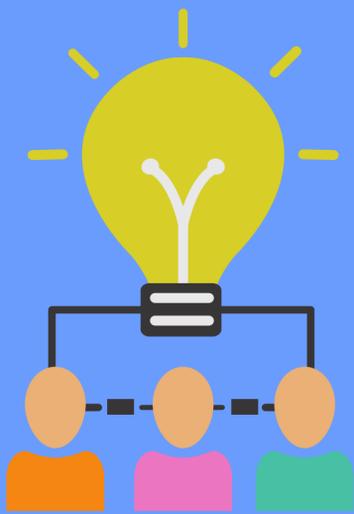
Career Development Center



Pedroso Center for Diversity and Intercultural Affairs



Undocumented Student Services



Student Leadership Development



Student Housing



Technology Help Desk



Student Emergency Funds

THE SYLLABUS

TIPS TO HELP SHAPE YOUR SYLLABUS SEQUENCE

Break-up big projects/papers into sections Design the overall semester timeline with section deadlines and provide instructional feedback before the final submission to support skill-development.

Homework strategies Check-in with students' patterns of study. Design a study plan that includes set times during the week, location, supporting environment, and nutrition.

Set a standard measure to identify if a struggling student needs attention
Number of absences, missing assignments, below-B grades, etc

- Support students with a individual check-ins, and/or recommendations for tutorial services, counseling services, meetings with an academic advisor, or meetings with a financial aid advisor, etc.
- Consider sharing these indicators with students verbally and in the syllabus.

Formative assessments Tap into your students' knowledge regarding class materials to identify strengths and weaknesses of your teaching and their learning

Circle Check-In: What do you find significant? What questions do you have? What do you find confusing?

- Break-up students into groups of 4 for 10-15 minutes and have reps from each group share where students need help

Pre-tests: tap into students' knowledge to find voids with "no-stakes"

Test Design Assignment Have students design tests along with answers based on class material

Cyber Pop-Quizzes Kahoot! is a great tool that engages students through playful competition and classroom assessment

LEARNING ACTIVITIES, IMPROVING YOUR PEDAGOGY, & COMMUNICATION

Learning Activities

All students have different learning styles and assets in character. Use a variety of classroom engagement to help connect with the different learning styles.

circle check-ins	power-point presentations	small group reflections/activities
videos	lecture	videos
group dialogue	writing assignments	problem-solving activities
one-on-one feedback		digital walls
creative/applied	knowledge projects	polling software

Improving Your Pedagogy

Instructors need a constant re-thinking and development of their pedagogy by reading, talking with colleagues, and attending teaching seminars.

- Create space within your peers, program, department, and share classroom challenges and best practices/literature

Communication

Demonstrate a genuine commitment to communicate in and outside the classroom will help the student achieve positive results. This includes the D2L platform, setting email responses patterns, and one-on-one check-ins or small group check-ins if you have limited time/large class.

Other Tips

- Encourage students to participate in the NEIUstar program and assign peer mentors to help them navigate.
- Jamboard, Panopto, Poll Everywhere, Kahoot, and Padlet are recommended apps in the classroom.
- Create learning content in different formats and allow students to submit assignments through different formats or options
- Make lectures (and other learning materials) accessible for students so they can review those outside of class time; this will open the opportunity to have other activities during class meetings that include discussions.
- Intentionally use textbook activities that engage students throughout the semester.

COMMON CHALLENGES STUDENTS FACE

- **Students struggle to afford tuition, fees, and books, as well as financially supporting themselves and their families.**
- **Lack of study skills**
Reading, writing, annotating, meeting assignment deadlines, planning, and time management.
- **Underperforming students are also the most under-resourced.**
- **Enroll in many courses and then struggling to meet assignments.**
- **Limited access to technological resources, high-speed internet connection, and inconsistent access to functioning cameras.**
- **Students are shy to ask questions, so patience and engaging learning are needed to help them to ask questions, listen, and reflect.**
- **Other challenges include balancing work, family, and community responsibilities with school. In summary, the main challenges are a lack of academic preparedness, financial resources, and access to technology.**

Support and Resources Needed to Improve Instructional Practice

- **Relevant/practical professional development, access to software, and updated technology**
- **Paid subscriptions for Poll Everywhere, Kahoot, Adobe, and Padlet**
- **Students access to a hotspot device or laptop from the library**
 - **Become more effective on informing students of this resource**

CONNECTING ASSIGNMENTS WITH STUDENTS' COMMUNITY CULTURAL WEALTH

It is common for students of color & 1st generation students to not experience a sense of belonging in higher education. Designing assignments to embrace student assets can help create space for students to connect their prior experiences with their learning.

Below are themes, based on student personal experiences/knowledge, that can help you design assignments to connect with students' community cultural wealth:

Aspirational Capital

Connect assignments with students' hopes and dreams

Social Capital

Connect assignments with students' access to peers and other social contacts for help in gaining access to institutions.

Familial Capital

Connect assignments with students' personal human resources in their precollege environment

Resistant Capital

Connect assignments with social justice movements in communities of color, and other marginalized groups. This form of capital can come from parents, community members and an historical legacy of engaging in social justice.

Navigational Capital

Connect assignments with student skills & abilities to navigate social institutions

Linguistic Capital

Include class time for intentional spaces for student storytelling and listening

Tara Yosso, PhD

Community Cultural Wealth:

<https://scalar.usc.edu/works/first-generation-college-student-/community-cultural-wealth.10#:~:text=Yosso's%20Cultural%20Wealth%20Model%20examines,social%2C%20navigational%2C%20and%20resistance.>

The following 3 pages display a series of writing assignment samples that center student personal experiences. This 3-part assignment is broken up throughout the semester. The Proyecto Pa'Lante Program on the main campus has seen student engagement/performance improve due to connecting learning concepts/skills with their personal lives. Review the sample and modify sections to fit your curriculum.

PERSONAL JOURNEY – EDUCATIONAL EXPERIENCES (Part I)

Task

Write an essay about your experiences in high school. Answer the questions provided below and provide key information.

Include the following points:

- What is the name of the high school you attended?
- What type of high school is it? (ex: selective enrollment, career academy, magnet, arts, math and science, etc.) Did this mean anything to you, as a student?
- Use this site <http://iirc.niu.edu> to get the following information about the high school you attended: (if your high school is not listed at this site use the
 - o Student demographic information (racial percentages)
 - o Low-income percentage
 - o Student Enrollment)
- What is the general reputation (what others think) of the high school you attended?
- What is your perception (what you think) of the high school?

Reflect on your educational experiences

- Describe at least 2 challenges you faced during your time there and how you overcame them.
- Describe the environment, how it felt to be a student there, and if you felt like you belonged.
- Describe the type of academic support you received, if any.
- Did you feel they prepared you to be a college student? Why or why not?
- Would you change anything about your experience? What would you change and why?

Goals

- A better understanding of your high school experience, how it was shaped by outside factors, and how your view of your experiences will evolve as you continue in your college journey.
- To learn that not all schools are created equally, not all students are provided the same resources, and that support for students is different at all levels.
- To realize that your, and your classmate's, experiences are valid and part of creating the narrative of your life.

Format

This is an essay format assignment. It should be at least 3 pages, providing details to all questions. Follow these guidelines to complete assignments

- Typed
- double-spaced
- 1" margins
- Text size: 12
- Font: Times New Roman
- Name, date, and assignment title on first page

PERSONAL JOURNEY – IDENTITY (Part II)

Task

Use this part of your Personal Journey assignment to reflect on who you are as a person.

Reflect

on your cultural identity, your family history, and the migratory history of the ethnic group you identify with.

Identify yourself: Who are you?

- Racial Identity
- Ethnic Background
- Chicago Neighborhood (describe it)

Family Interviews (get as many details as possible and tell a story):

- Who did you choose to interview and why?
- Identify the first member of your family to arrive in Chicago
- When did they arrive in Chicago?
- Why did they decide to come to Chicago?
- Which neighborhood did they first move to?

Provide a brief history of immigration on the ethnic group you identify with (2 sources):

- What years did they begin to migrate to Chicago?
- Which neighborhoods did they arrive in?
- What types of jobs did they come to work?

What did you learn from this experience?

Goals

- A better understanding of your family's experiences and how they came to build a life in Chicago.
- To learn about your ethnic background and their migration history.
- To realize that your, and your classmate's, experiences are valid and part of creating the narrative of your life.

Format

This is an essay format assignment. It should be at least 4 pages, providing details to all questions. Follow these guidelines to complete assignments

- Typed
- double-spaced
- 1" margins
- Text size: 12
- Font: Times New Roman
- Name, date, and assignment title on first page.

PERSONAL JOURNEY – SUPPORT SYSTEM (Part III)

Task

Use this part of your Personal Journey assignment to reflect on where you are now as a college

student and how you have reached this point of completing your first semester.

As a first year college student:

- Who helped you get to where you are today?
 - o How did they help?
 - o Do they know what role they have played in your life?
- How do you feel about education now?

Goals

- A better understanding of who is in your corner, how they have supported you through this journey and who
- To learn about your ethnic background and their migration history.
- To realize that your, and your classmate's, experiences are valid and part of creating the narrative of your life.

Format

This is an essay format assignment. It should be at least 1 page, providing details to all questions.

Follow these guidelines to complete assignments

- Typed
- double-spaced
- 1" margins
- Text size: 12
- Font: Times New Roman
- Name, date, and assignment title on first page.

Please share any insight that can help us add to this toolkit. Activities, literature, websites, especially any best practice samples for specific fields of study.

https://docs.google.com/forms/d/e/1FAIpQLSff6ysBXly_SbcXcCsxXT0kNhC9tIA6meub3MBx00kBb74LfQ/viewform?usp=sf_link