



ENG 100S Assignments

Each of these assignments is meant to be 1-2 pages, double-spaced. They count towards your final grade in ENG 100S. If you struggle with them, you should meet me in Zoom or text 714 367 4861. Practicing PIE paragraphing format by making two paragraphs, each of 5-8 sentences each will be given bonuses.

0. ["I AM FROM" POEM](#), showcasing shared experiences, and community dimensions
1. [Goals Presentation](#)
2. [Why am I specifically in ENG 100S Reflection?](#)
3. [What Worries You? Reflection.](#)
4. [Work and Learning Styles Inventory](#)
5. [College Material Reflection Piece.](#)
6. [Time Management Inventory and Reflection](#)
7. [Mentoring and Tutoring Intervention](#)
8. [Counseling Intervention](#)
9. [Career and Counseling Intervention Via Focus 2](#)
10. [Librarian Intervention](#)
11. [Instructor and Student Intervention around Research](#)

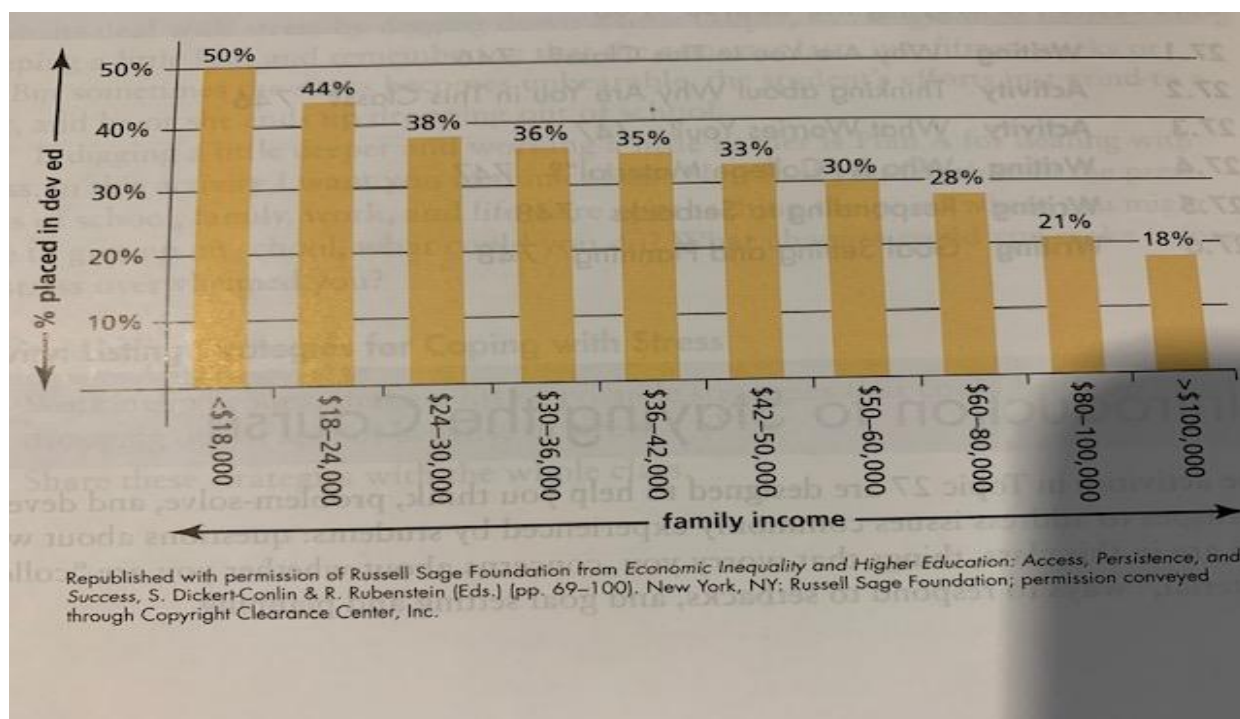
12. [Reflection About Growth and Questions about Portfolio \(1 page\)](#)

Assignment 1: Goals Presentation

- Create, in Canva or PowerPoint or GoogleSlides, an attractive presentation that encompasses the following.
 - Your life and career goals;
 - Methods towards achieving those goals;
 - Obstacles along the way towards accomplishing those goals;
 - Stakeholders who want you to achieve your goals;
 - Individual problem-solving via stakeholders and community members to remove barriers / obstacles.
- Your presentation should not exceed 1 page in Canva or 10 slides in the other formats;
- You may be asked to present your goals presentation during class.

[Assignment 2: Why am I specifically in ENG 100S Reflection?](#)

- During our initial time together, reflect on the following:
 - Write a paragraph suggesting reasons why, at this point in your life or academic career, why you find yourself in ENG 100 S.
 - Consider, clearly, the chart that follows:



-
- Discuss, in 1-2 pages on GoogleClassroom, the elements of your list that best resonate with the following chart. You may choose to also ponder this driving question: "Is education a great equalizer amongst social classes?"

Assignment 3: What Worries You?

- Within GoogleClassroom, write a 1-2 page piece that best indicates what you are worried about. Your worries could include pieces about school or work or family relationships or COVID 19 or employment, etc. To best articulate positive thinking, what are ways you could best ease your worries, specific ways that you can help yourself become less anxious?

(Please avoid extremely sensitive disclosure information that could warrant a counseling intervention)

Assignment 4: Work and Learning Styles Inventory

- In GoogleClassroom, create a 1-2 page analysis of the following:

- Your working styles' two most dominant traits: EXPLORE, EXCITE, EXAMINE, EXECUTE.
- Your working styles' two most recessive / less-dominant traits: EXPLORE, EXCITE, EXAMINE, EXECUTE.
- Your dominant learning style: visual, auditory, kinesthetic, hands-on, linguistic, etc.

Assignment 5: "College Material" Reflection

- Create, in GoogleClassroom, a discussion, in complete sentences, of the following topics:

Overview: Many students arrive in college with insecurities, doubts about whether they belong, doubts about whether they can succeed. In some cases, they express these doubts by saying something like this: "Errrr, I'm just not sure I'm really "college material." or "Damn, I just really suck at college."

For this assignment, write a short essay about a page in which you discuss the term college material. You do not need to answer all of the following questions, or any of them, but they're here to help you think about that term.

1. What does college material mean?
2. Where do you suppose that students who wonder about whether they are college material or not learn this term? Who told them there was such a thing as students who are not College material?
3. Are you sure that you are college material? If so, how did you avoid the doubt that comes from wondering about whether you are or not?

4. Do you think anyone is not College material? What would put someone into that category? What really keep someone from being called as such, quote-unquote college material?
5. Do you know anyone who has these kinds of doubts about themselves? Are they indeed college material in your opinion? Why do they have these doubts about whether or not they belong in college? Do you know people who overcame their doubts about being 'college-ready'?
6. Do people get the idea that they may not be college material in high school or does that occur the moment they get to college? How does 'failing' assignments or courses contribute to that notion, and
7. How does one begin to perceive 'failing' as a better opportunity, for growth mindset?

If you are writing in 5-8 sentence PIE paragraph format, you don't have to address each of these questions, just some of them.

Assignment 6: Time Management and Inventory

- Craft a one to two page inventory / table / chart within Google Classroom that identifies the following:
 - The daily routine you engage in for one school day.
 - Gaps and time sucks that you notice.
 - A detailed assessment of how you might improve your time management, stress management, or productivity.
 - (BONUS) A revised and more idealized version of the daily routine that encompasses time and stress.

Assignment 7: Counseling Intervention 1

- After finishing the Questionnaire for ENG 100, ensure that you have crafted a “Letter to the Counselor” then make sure you do these specific steps:
 - Work with [Joe Yoshida or Sharon Fowler](#) on Zoom to discuss your letter, which you will send them on email.
 - Highlight any insights on career or major pathways that Joe or Sharon discussed.
 - Isolate a clear game-plan to implement Joe or Sharon’s suggestions...write about this gameplan for 1-2 pages in GoogleClassroom.
 - Please do your best to integrate their interview content into your “Is College Worth It?” essay. (Probably a block quote?)

Assignment 8: Counseling Intervention 2

- Ensure that you have taken the [FOCUS 2 Career Inventory](#) as sponsored by the Maida Kamber center. .
 - Note down your [RIASEC score](#).
 - Discuss, in 1-2 pages within GoogleClassroom, the implications of both the FOCUS 2 . Cite or comment on that intervention. (Block quote?)

Assignment 9: Tutoring and Mentoring Intervention

- Craft a 1-2 page meta-cognitive assessment after you have submitted your work or met in person with a peer mentor or writing tutor:.
 - Discuss the general experience;

-
- Highlight the strengths and improvements the individual suggested you work upon;
 - Isolate a gameplan to make their suggestions actionable.
 - [Study Hub](#) [OLA](#) [Tutor.com](#)
 - [MyUH](#)
 - [Ho'A Peer Mentors](#)
 -
 -

Assignment 10: Librarian Intervention

- During our research project phases, consult with Joyce Tokuda, Instructional Librarian.
 - Introduce yourself via the library chat or email to Joyce (or other librarian).
 - Ask for help on your research project.
 - Discuss, in 1-2 pages on GoogleClassroom, the advice that Ms. Tokuda gave you regarding your research project.

[Assignment 11: Student Teacher Conference About Research](#)

- During our research project phases, by now, you may have discovered that research is really difficult.
 - Email to Mr. K (and also CC the librarian).
 - Ask for help on your research project, asking questions where you are stuck.
 - Discuss any successful, proud things you are learning in the research project.
 - Discuss, in 1-2 pages on GoogleClassroom, the advice that Ms. Tokuda or Mr. K gave you regarding your research

project, and how you might use that advice to better improve your paper.

Assignment 12: Reflection Piece on Growth / Portfolio Questions

In GoogleClassroom, you will be writing 1 paragraph about TOPIC A and 1 paragraph about TOPIC B.

TOPIC A: Have you grown this semester in ENG 100S or ENG 100? If so, how?

TOPIC B: Do you have relevant questions about the portfolio? Anxieties about it?