Connections and Ideas for CLS 100
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The overall theme is about self-reflection, not pointing the finger at others. There are many ways to potentially infuse the book into the class. Here are just some ideas.

Introduction:

- Do a 1-minute free-writing exercise on 3x5 note cards on the first day of class asking “What does civility mean to you?”
- Show one or more of the following clips from “The Responsibility Project” to begin discussing what it means to do the right thing.
  - “Good Vibrations” [http://www.responsibilityproject.com/films/good-vibrations?src=B131&dfaid=1#fbid=oFeLi8VSw2o](http://www.responsibilityproject.com/films/good-vibrations?src=B131&dfaid=1#fbid=oFeLi8VSw2o)
  - “The Homerun” [http://www.responsibilityproject.com/films/the-home-run#fbid=oFeLi8VSw2o](http://www.responsibilityproject.com/films/the-home-run#fbid=oFeLi8VSw2o)
- Writing assignment: Ask students to pick one of the quotes from the introduction and write a 1-2 page reflection paper or blog post about what the quote means to them, how they identify with the quote, etc.
- In-class activity: Following the idea on page 9, ask the students to list examples of civility (and write them on the board.)
  - Other options include:
    - Asking them to list ideas specifically about how civility pertains to campus.
    - Showing the Student Conduct video and discussing the concept of responsibility and the code of conduct on campus. [www.grcc.edu/studentconduct](http://www.grcc.edu/studentconduct)
    - “With a training in civility we develop the invaluable habit of considering that no action of ours is without consequence for others and anticipating what those consequences will be.” p.14
      - Connect to Code of Conduct in regards to consequences of actions
      - Provide students an example of an action they could take and ask them to think through the potential consequences for others, such as:
        - Someone asks you to watch their stuff while they go to the bathroom and before they get back you need to leave. Possible video clip: “Table Guardians” [http://www.responsibilityproject.com/films/table-guardians#fbid=oFeLi8VSw2o](http://www.responsibilityproject.com/films/table-guardians#fbid=oFeLi8VSw2o)
        - You decide to go have a cigarette in front of Fountain Street Church, which is off-campus, but also Tobacco Free.
        - You go to the Fieldhouse and put your belongings in a locker with no lock on it.
        - You see a RaiderCard on the sidewalk…
- Language from the book to use in discussions:
  - “When we lessen the burden of living for those around us we are doing well; when we add to the misery of the world we are not.” p.4
Discuss expectations of how students address staff and/or try to process complaints they may have on campus (or off).
- “Once we truly know that life is difficult – once we truly understand and accept it – then life is no longer difficult,’ writes M. Scott Peck. Now, we may be able to reach this wisdom and strength or we may not. All of us, however, can find ways to cope effectively with difficulty.” p.5
- Discuss coping skills, how will they manage when things get tough, importance of time management, etc.
- “Sometimes we confuse having fun with being happy…Sometimes in order to reach happiness we must forgo fun.” p.21
- Discuss along with time management, setting goals, values, priorities, etc.
- p. 23-24 provides opportunities for a group discussion about how we choose our behavior (attitude, etc.) and how we might look at civility vs. self-expression

- Consider areas where you might infuse various quotes from the book on your syllabus, other handouts, power point, Bb, etc. (such as):
  - Rudeness is the weak man’s imitation of strength. – Eric Hoffer
  - We have a choice about how we behave, and that means we have the choice to opt for civility and grace. – Dwight Currie

The Rules:
Below are potential discussion points, thoughts, activities, etc. for infusing the various rules into your teaching.

#1 Pay Attention:
- If Tamber Moore or other colleagues from the Woodrick Diversity Learning Center present to your class, this rule connects to that discussion.
- College skill: Allows us to engage and analyze, not just listen and regurgitate
- Example of putting into action: If sitting on floor in hallway, pull legs out of way when a class gets out.

#2 Acknowledge Others:
- Skill/action: Connecting with faculty. Say “Hi” when they enter the room, etc.

#3 Think the Best:
- This rule also connects to a discussion about diversity and the “7-11 rule” (if not familiar with this rule, feel free to ask Sara Dorer.)

#4 Listen:
- College skill: Chapter on Listening – can review strategies for listening in personal situations (like a counseling appointment), during a meeting with a faculty member, and in class
  - Clarifying questions, re-phrase, review notes for understanding, etc.
  - Ask questions in class to show you are listening (or show you are listening by not asking questions that repeat what others just asked)
“Much of the conflict in our lives can be explained by one simple but unhappy fact: we don’t really listen to each other.” – Michael P. Nichols  p. 48

- Discuss listening as part of conflict management/resolution
- Discuss additional tips of communication such as tone of voice, body posture, taking time to cool down, eye contact, not interrupting others, etc.

#5 Be Inclusive:
- Encourage students to attend Diversity Lecture Series (or show a past Lecture such as Eric Alva and include dialogue after).

#6 Speak Kindly
- Another tool for communication skills and conflict management

#7 Don’t Speak Ill:
- Could connect to Technology chapter and talk about internet anonymity (example of student who hit “reply all” instead of sending to one friend when speaking ill about faculty member).

#8 Accept and Give Praise:
- Discuss the line between complimenting someone and comments that could be considered harassment or offensive – can students distinguish between these?

#9 Respect Even a Subtle “No”:
- Connect to the chapter on Relationships
- “The way we treat others always depends on the health of our sense of Self.” p.75

#10 Respect Others’ Opinions:
- Can connect to topics of listening, engagement, and diversity
- 1st paragraph on page 77 is great summary
- Exercise Options:
  - “Choose a side”
    - Develop a list of things students would have an opinion about, such as “I think golf is a fabulous sport.”
    - Ask them to go to one side of the room if they agree, the other side if they disagree.
    - Ask them to stop and look around, acknowledging who has the same opinion as them and those who do not.
    - Continue to make the topics more challenging and potentially connect to another topic you will discuss, such as “I believe everybody in college cheats at some point.”
  - “Talk to another”
    - Develop a list of things similar to the above exercise.
    - When reading a topic, first ask the student to find someone in the room who believes the same thing as they do.
    - Once all students are in pairs, give students 30 seconds to discuss why they believe that.
- After a few rounds, shift the exercise and ask them to pair up with someone who believes opposite of them.
- Give them one minute to speak, while the other listens – no dialogue. One person explains why they believe the way they do. The other person says nothing until facilitator tells them to switch. If at first the speaking student runs out of things to say, they stand together quietly. After switch, the other student describes why they think the way they do.
- The activity allows students to practice putting their own beliefs into words while also encouraging active listening without debate.
- Debrief the experience. Who was it easier to talk to? Was it hard to listen to opposing thoughts without defending your own?

- May want to develop class tenets for how the class is expected to act during tough conversations in order to respect opinions of all – if developed, post them on Blackboard.

#11 Mind You Body:
- Discuss cold and flu prevention in the college setting (sneeze into sleeve, hand washing, etc.)

#12 Be Agreeable:
  - Discuss how to be agreeable/flexible while still considering personal needs and thoughts

#13 Keep It Down (and Rediscover Silence):
  - Where on campus is it okay to use different volumes (if at all?)
  - How about use of cell phones, headphones, etc.
  - Start a class with silence in order to see how people handle it – then discuss

#14 Respect Other People’s Time:
  - Be on time to class and appointments (and remember if you are late you forgo your ability to have expectations of still getting in on conversations or getting caught up)

#15 Respect Other People’s Space:
  - Connect to #10 – we all have different opinions about personal space and being touched
  - Discuss elevators (if elevator is full of able-bodied persons and someone in a wheelchair is waiting to get on, what should we do?); what is the considerate process for entering/exiting elevators?

#16 Apologize Earnestly:
  - If a student needs to apologize to a faculty member, they may first take responsibility and apologize before ever asking for an exception.

#17 Assert Yourself:
  - How do we stand up to peer pressure?
  - How do we speak up when someone is saying or doing something to hurt another?
  - How would you respond if someone asked you to help them cheat?
Another communication skill – Use “I” statements

#18 Avoid Personal Questions:
- Can connect to Diversity chapter – final paragraph on p.120-121
- “…always use restraint when it comes to satisfying your curiosity about others’ ethnic identity.” p.120

#19 Care for Your Guests

#20 Be a Considerate Guest:
- “Perhaps we don’t respect things because we have so many of them.” p. 129
- Could discuss use of campus facilities

#21 Think Twice Before Asking for Favors:
- Students can think about this in terms of asking for exceptions in the classroom – pay attention to how many you are requesting and what impact that might have on your relationship with faculty – and what does it say about your time management?

#22 Refrain from Idle Complaints:
- Activity Option: Ask students to track the idle complaints they make during a 24-hour period. Ask them to then attempt to go the next 24 hours without complaining about anything. Discuss.

#23 Accept and Give Constructive Criticism:
- Exercise in public speaking and #8 and #23:
  - Have students draw a number of one of the rules
  - Give them 5-10 minutes to review that rule and put together a 1-2 minute impromptu speech describing the rule, preferably with an example
  - Provide a worksheet for the class that leaves space to write one praise and one critique about their peer’s speeches
  - Distribute the feedback to the students during the next class period

#24 Respect the Environment and Be Gentle to Animals
- Discussion: What is one thing you do in this area?

#25 Don’t Shift Responsibility and Blame
- Potentially connect to Readership Program or civic engagement by discussing an example in the news/media of someone shifting blame
  - Example: Who was responsible for oil leak and blame?
    - Clip of Tony Hayward saying the leak was not fault of BP
      http://www.youtube.com/watch?v=rWJTAkyp46Y&feature=channel
    - Comedy clip “BP spills coffee”
      http://www.youtube.com/watch?v=2AAa0gd7CIM&NR=1&feature=fvw

Closure Activities:
- Require students to attend an event during Dr. Forni’s visit
Consider adding something in their College Success Plan that asks them to identify 3 rules they feel they need to improve on and to develop one goal in each area to address this year.

Do 1-minute writings on 3x5 index cards at the end of the semester asking the same question, "What does civility mean to you?"