

# Embedding High Impact Strategies in Content-Rich Courses

Debbie Shapiro, J.D.

Adjunct Instructor

Academic Skills Coach

Lori Brandt Hale, Ph.D.

Associate Professor of Religion

Director of General Education



Augsburg College Minneapolis, MN

# AVID at Augsburg

Goal:

Develop a content-rich course  
embedded with AVID strategies

# Evolution of courses

GST 140: Introduction to Liberal Arts ...

GST 140: Law and Popular Culture

GST 100: Critical Thinking

POL 170: Law in the U.S.

Debbie Shapiro, J.D.

Adjunct Instructor

Academic Skills Specialist

# In the Beginning...

- Content rich course
  - Know your course content
  
- AVID strategies
  - Know your high impact strategies

# Course Planning Process

- Which course content is ‘difficult?’  
Which strategies might help students understand this difficult content?
- Which course content lends itself to teaching a study or critical thinking skill?  
Which strategies best suit the objectives of the course?

# Planning Table

Week	Key Content	Key AVID Strategy	Reading Prompts	Assignment/ Assessment
One				
Two				
Three				
Four				
Five				
Six				
Seven				
Eight				

# Working Course Outline

Week	Content	AVID/Study Strategies	Assignment/Assessment
One: Introduction	<ul style="list-style-type: none"> <li>Welcome</li> <li>Intro to law and pop culture</li> </ul>	<ul style="list-style-type: none"> <li>Note Taking</li> <li>Social contract</li> <li>Start time management/self management</li> </ul>	<ul style="list-style-type: none"> <li>LPC Preface</li> <li>LPC Chapter 1</li> </ul>
Two: Anatomy of a Murder	<ul style="list-style-type: none"> <li>Trial genre</li> <li>Production Code</li> <li>Substantive v. procedural justice</li> <li>Adversarial v. inquisitorial system</li> </ul>	<ul style="list-style-type: none"> <li>Continue note taking</li> <li>Continue TM</li> <li>Introduce purposeful reading (jig saw)</li> <li>Introduce Philosophical chairs</li> </ul>	<ul style="list-style-type: none"> <li>LPC Chapter 2, pp. 17-18, 20-29</li> <li>16 week and weekly calendars</li> </ul>
Three: To Kill A Mockingbird	<ul style="list-style-type: none"> <li>Different genres: Southern, gothic, bildungsroman, melodrama</li> <li>Themes of Mockingbird: lawyers as heroes</li> </ul>	<ul style="list-style-type: none"> <li>Costa's levels of critical thinking</li> <li>3 story intellect</li> <li>Continue note taking</li> <li>Carousel brainstorm</li> </ul>	<ul style="list-style-type: none"> <li>LPC Chapter 3, pp. 31-45</li> <li>Quiz #1</li> </ul>

# Course Outline for Students ~ With Reading Prompts

Week/Movie	Content to be discussed	Movie prompts	Reading Prompts	Reading Assignment and Assessments
<b>One: Introduction</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Intro to law and pop culture</li> </ul>		<ul style="list-style-type: none"> <li>Ask yourself what is law?</li> <li>What is pop culture?</li> <li>Are the two related? How?</li> <li>Discover the many meanings of cultural texts (e.g. Justicia). How have they changed over time?</li> <li>What is spectator response? How is it important to our study of law and pop culture?</li> </ul>	<ul style="list-style-type: none"> <li>LPC Preface</li> <li>LPC Chapter 1</li> </ul>
<b>Two: Anatomy of a Murder</b>	<ul style="list-style-type: none"> <li>Trial genre</li> <li>Production code</li> <li>Substantive v. procedural justice</li> <li>Adversarial v. inquisitorial system</li> </ul>	<ul style="list-style-type: none"> <li>The movie is an introduction to our class and to the legal world. Why is it used this way?</li> <li>How does it introduce us to the legal system?</li> <li>While watching, ask yourself, how is this movie different from movies today? Why do you think this is?</li> <li>What does "Anatomy of a Murder" mean?</li> </ul>	<ul style="list-style-type: none"> <li>Think about "trial genre".</li> <li>What about Anatomy of Murder makes it fall with the trial genre?</li> <li>What is the Production code?</li> <li>How does Anatomy fall within/blur the lines of the Production Code?</li> <li>What is the relationship between law and justice? Is there ever justice?</li> <li>Know the definitions of substantive v. procedural justice. Be able to compare and contrast the two types of justice.</li> <li>What are the Adversarial v. inquisitorial systems? How are they the same? Different?</li> </ul>	<ul style="list-style-type: none"> <li>LPC Chapter 2, pp. 17-18, 20-29</li> <li>16 week and weekly calendars</li> </ul>

# First Amendment



# First Amendment Freedoms

Five freedoms of the 1<sup>st</sup> Amendment:

- Freedom of Religion
- Freedom of Speech
- Freedom of Press
- Freedom of Assembly
- Freedom to Petition

# Tests to limit free speech (6)

1. Clear and Present danger
2. Fighting words
3. Libel and slander
4. Obscenity
5. Conflict with other legitimate social or governmental interests
6. Time, place, manner

# Application ... Free Speech Case

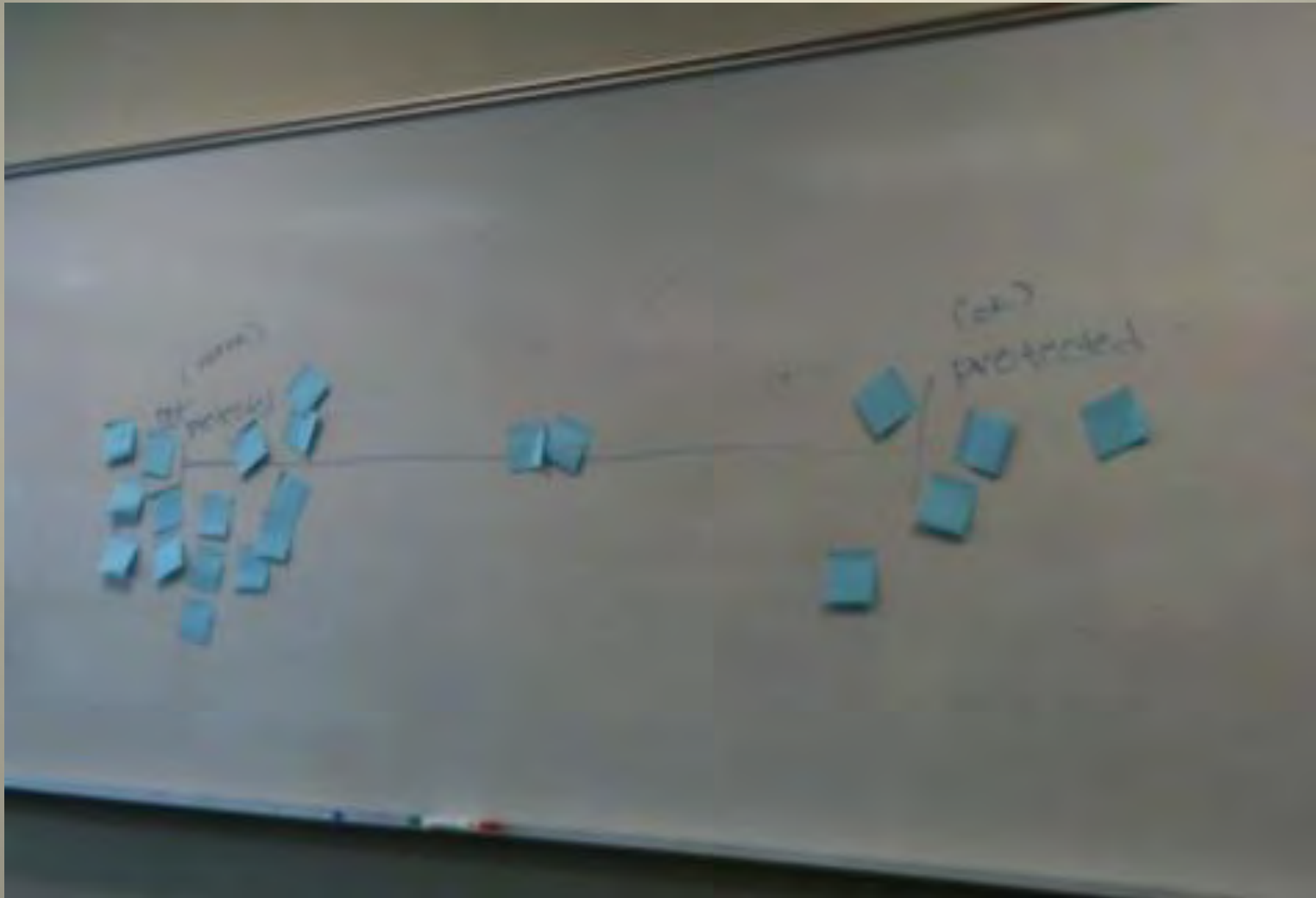
Facts: Third party candidate inclusion in televised debates:

- An Educational Television Commission (state-owned public TV station) selected the two major party candidates to debate.
- An independent candidate with little popular support was denied permission to participate.
- The independent candidate sued for his inclusion.

Prompts:

- Is this “speech” protected?
- If not, what harm might occur as a result of the speech?
- What value or right is conflicting with free speech in this case?

# Value Line



# Philosophical Chairs



Lesson plan

v.

Lesson plan with high-  
engagement strategies

See handout

# What was the most beneficial component of these classes?

*"I believe you were very successful in doing what you wanted to do from the beginning, making sure we were able to learn, as well as apply the concepts learned in the required texts and during lectures; this was evident during our ... class discussions and our recent field trip to the Government Center."*

*"I liked the engaging and active teaching style. It made it more interesting and helped me to retain information."*

*"Active learning! Really helpful for a deeper understanding."*

# Lessons Learned

Build Community

Modify

Adapt

Revise

Trust

Questions?

# Thank You

[shapiro@augsborg.edu](mailto:shapiro@augsborg.edu)

[hale@augsborg.edu](mailto:hale@augsborg.edu)