

3750 Topics in Psychology Syllabus

Standard Celeration Charting: Spring 2002

Intro

This course has been designed for the general student population, not just psychology majors. Success on various activities in the course earn credits, and the total of these credits produces one's grade. Oral communication assignments make up 8 of the 13 possible credits. This course serves as an **oral intensive** component of the **General Education Requirements (GER)**.

Basis of Grade

Credits for the course grade occur as shown below. Page reference tells where details about each task may be found. **ANY ORAL PRESENTATION NOT DONE:** deducts a credit from Credit total.

| Credits | Task | Page |
|---------|---|------|
| 1-3 | Success on Thoroughness, Reliability, and Initiative Behaviors | 2, 3 |
| 1-2 | Oral fluency on SAFMEDS with classmate and professor | 4 |
| 1 | 5:1 success ratio on weekly timed Free-Writes | 5 |
| 1 | 5:1 success ratio on Free-Say class discussions held each session | 6 |
| 1 | Success on written SCC Basic Concept Free-Write | 7 |
| 1-2 | Successes on Dpmin Monitoring Learning Projects—one involving course SAFMEDS—including oral presentations | 8 |
| 1-2 | Successes on Tp2min Projects including oral presentations | 8 |
| 1 | Success on Ypyr Data Project including oral presentation | 8 |

Course Grade

Course grades will be earned as follows:

| Credits Earned | Grade |
|----------------|-------|
| 12-13 | A |
| 9-11 | B |
| 6-8 | C |
| 4-5 | D |
| 0-3 | F |

TRIP Log

We use the acronym TRIP standing for "thoroughness," "reliability," "initiative" and "problem solving." These concepts summarize the behaviors we will monitor through a simple system of checks and misses on a TRIP Log. You keep the Log in a manilla folder which you pick up when you come to class and leave when you depart.

| Letter | Action Aim |
|--------|--|
| T | Thorough behavior checks outnumber Xs three to one |
| R | Reliable behavior checks outnumber Xs three to one |
| I | Initiative: checks outnumber Xs three to one |
| P | Problem solving by monitoring and charting behaviors; by gathering info, by responding through speaking and writing, by earning credits, by incorporating into life skills |

Thoroughness, Reliability, and Initiative

2

Thoroughness

You display thoroughness by:

| Behavior | Aim | TRIP Log letter |
|---|---|--|
| Draw an Info Map or Memory Map for each reading for each class session | One map for each session assignment from the text | √(dot) if done X if missed or not done on time |
| Free-Write (allowed to redo misses or mess ups at frequency of 1/day after class) | Organized prioritized outline summary of each assigned reading done in a 3-minute in-class timing on text | √ if success X if below aim — if missed |
| Hold/See Front/Say Back/Turn SCC SAFMEDS | A per minute aim increases each day until fluency aim occurs (see Daily Timing Record Sheet) | √ if meet the aim for the day X if below aim for the day |
| Multiple of 10 timings on one day on SAFMEDS deck | Up to you on how fast you want to get this task finished and how many pts. you want to earn | Score only if credit earned; never an X here; #= the number of timings ÷ 10 |

Reliability

You display reliability by:

| Behavior | Aim | TRIP Log Letter |
|--|---|--|
| Come to class | Each day class meets | √ = you were there (otherwise 6X) |
| Bring materials | All needed materials including DTRS, SCC, pencil, SAFMEDS | √ = you brought everything needed (otherwise X) |
| Stay in class and do a 1 min. chartshare | 1 chartshare per class session | √ = made it (otherwise X) |
| Practice and record SAFMEDS outside of class | At least one timing on SCC deck every day of the week | √ = did and recorded every day since last class (or else X) |
| Monitor SAFMEDS on SCC | Basic and eventually Advanced charting of your deck with an oral presentation | √√ = monitored each day on SCC and have all charting requirements (otherwise XX, √X) |

Continued on next page

Initiative

You display initiative by:

| Behavior | Aim | TRIP Log Letter |
|---|---|---|
| Getting to class on time | In seat before end of "resonant tuning" | √ = got here on time X = late to class |
| Volunteering 1 or more responses for every 8 minutes of class discussion on text readings | Frequency of .12 or greater (responses/minutes) | √ = achieved needed frequency X = too few responses (#Xs determined by needed minus actual) |
| Finishing projects with presentations before deadline | Redo until finished; finish as soon as possible | # = bonus for each project on day finished successfully* |
| Finishing SCC SAFMEDS | 50 per minute or better with 5:1 or better accuracy (20 sec. timing). Or 60 per minute hits (no accuracy requirement) | # = bonus points if 60 per minute or over* (Greater than 50 but less than 60 = 3 points) when done with professor |

* see Course Calendar on page 10 for bonus amounts that occur on a particular day

SAFMEDS (Interpersonal Communication)

4

-
- Intro** SAFMEDS (Say All Fast Minute Each Day Shuffled) provide the course facts or ideas that the professor wants you to learn fluently.
- Each card contains a chart feature or question which you see on the front
 - You attempt to say the correct response which appears on the back
 - Studying the cards involves reading, comparing, sorting, etc.
 - Timings involve holding the deck and performing under a time limit
-

- Overview** The SAFMEDS task serves several functions within the course. The learner:
- experiences interpersonal communication as both speaker and listener
 - establishes fluent behavior on course material through daily practice
 - experiences “performing under pressure” in one-on-one situations
 - experiences first-hand how nonfluent behavior blocks one’s performance
 - experiences first-hand how fluent behavior facilitates one’s performance
-

- Timings** The preferred method of SAFMEDS practice involves timings.
- You prepare for a timing by shuffling the entire deck
 - Take enough cards off the top to last you for the timing duration
 - Most timings will last for 20 seconds
 - Hold the cards in one hand and prepare to turn them with the other
 - Set a timer and start the timing
 - See the front of the card and say the answer, then turn the card
 - A counter will score your responses as “hits” or “Xs” on in-class timings
-

- Monitoring** You monitor SAFMEDS timings each day of the week on a DTRS (Daily Timing Record Sheet). Monitor each SAFMEDS deck as follows:
- Keep track of the number of timed timings you do each day (minimum=1)
 - Choose one to report (whichever one you want)
 - Record Hit count, X count, timing length, and Floor (1/timing length)
 - The frequency aim you should shoot for each day occurs in its own column
 - After reaching fluency with professor, continue monitoring one timing per day
-

- Charting** You chart your SAFMEDS learning on a Dpmin SCC (Daily per minute Standard Celeration Chart). How to chart will be taught in class. Once you reach fluency with both classmates and professor on SAFMEDS deck, you do an oral presentation and turn in your SCC with your learning picture and advanced charting completed.
- Use an open circle to record the number of timings you did each day
 - Use a dash to show the Time Bar for your chosen timing
 - Use a dot to indicate your Hit frequency (count per minute)
 - Use an X to show your X frequency (count per minute)
 - Chart any zero counts about the width of a pencil below the Time Bar
-

- Tips** You might find these SAFMEDS tips helpful.
- Carry your deck everywhere you can.
 - Practice timings throughout the day.
 - Practice in front of your friends, even though they’re not in the class.
 - Work on the whole deck. Don’t avoid some while you practice others.
-

Free Writes (Written Communication)

5

Intro

Free Writes describe the learning channel throughputs of timed writing samples that demonstrate:

- what the learner found to be the most useful information acquired in the readings
 - organization of the information
 - prioritization of the information
 - comprehensive effort by the learner across the assignment
-

Overview

The Free Write format:

- allows the learner to exercise critical thinking in response to the question: "What importance or relevance does this material have for me and those around me, either now or in the future?"
 - avoids necessity of guessing what professor deems important
 - distributes consequences for reading and organizing to a weekly basis
 - lays a basis of practice in information gathering and retention
-

Free Writes

A Free-Write opportunity consists of a 3-minute timing the last class meeting of each week. You attempt an organized summary of the major and minor points covered by the readings of the week in outline or mapped form.

- A check (✓) occurs for a successful job on each assigned book that week
 - An X occurs if you miss an attempt or mess up an attempt
 - You may try to remediate 1 3-minute X after class each session
 - 5:1 ratio of successes to Xs for semester produces one credit toward grade
-

Tips

In setting up a Free Write:

- Prioritize what seems most important; you don't have time to cover everything
 - Organize the important information with key words and lists
 - Find and state three to nine main ideas
 - Avoid irrelevant or filler verbage
 - Get the main points down and then go back and elaborate
 - Practice before class under the time limit to test your readiness
-

Free Says (Group Communication)

6

| | |
|-------------------|--|
| Intro | <p>Free Says describe the learning channel throughputs of in class discussions that demonstrate:</p> <ul style="list-style-type: none">• Important ideas found in the reading• Reflections on relevance and impact of the information you gathered from reading• Questions on what you read to which you seek help or other opinions• Responses to how others interpreted information differently• Your responses to questions others had |
| Overview | <p>The Free Say format:</p> <ul style="list-style-type: none">• allows the learner to exercise critical thinking by orally responding to the question: "What importance or relevance does this material have for me and those around me, either now or in the future?"• moves classroom actions away from lecture listening and note-taking• moves classroom actions toward active thinking and orally responding• moves consequences for reading and responding to a more frequent basis• helps overcome fears many people have of speaking in front of a group• provides practice in monitoring verbal behavior frequencies of another person |
| Free-Says | <p>A Free Say opportunity occurs nearly every class session. You attempt to comment, ask and answer questions regarding the assigned readings for the day. Everyone who contributes at least once every eight minutes gets a point towards course grade.</p> <ul style="list-style-type: none">• A check occurs for a successful frequency of .12 per minute or better each day• Agreements or disagreements alone do not count as a contribution• An X occurs if you respond less than once every eight minutes• 5:1 ratio of successes to Xs for semester produces one credit toward grade |
| Monitoring | <p>You monitor your Free-Say performance each class session.</p> <ul style="list-style-type: none">• Keep track of your number of contributions as counted by counter and professor• Counter changes each session as you pair up with a different partner each time• Record date, Hit count, discussion length, and Time Bar (1/discussion length)• The minimum frequency aim you should shoot for equals .12 per minute |
| Charting | <p>You chart your Free-Say contributions on an SCC (Standard Celeration Chart).</p> <ul style="list-style-type: none">• Locate the day line that corresponds to the day the class met• Use a dash to show the Time Bar for the Free-Say discussion duration• Use a dot to indicate your Hit frequency (count per minute)• Chart any zero counts about the width of a pencil below the Time Bar |
| Tips | <p>In preparing for a Free-Say:</p> <ul style="list-style-type: none">• Use your See Write notes(Info Map or Memory Map) as a basis for comments• Apply your critical thinking skills to ask and answer questions• Try to keep your answer short and to the point• Don't try to make more than one point per response; you only get credit for one• Don't make comments for only one or two people to hear; speak loudly & clearly• Strive to improve your comfort level in this mode if you have fears |

SCC Basic Concept Free-Writes (Written Communication) 7

Basic Concept Free-Write

A Basic Concept Free-Write opportunity consists of a ten minute timing done near the end of the semester. You attempt an organized summary of what you found to be the major points covered in the course.

- A check (✓) occurs for a successful job
 - An X occurs if you miss an attempt or mess up an attempt
 - You may try to remediate the ten-minute Basic Concepts as time permits
-

Overview

The SCC Basic Concept Free Write provides the learner an opportunity to:

- exercise critical thinking in response to the question: "What important ideas did this course provide me?"
 - summarize information gathered
 - practice the retrieval of such information in an organized format
 - consolidate the learning which took place on the weekly Free-Writes
-

Tips

In preparing the SCC Basic Concept Free-Write:

- use the weekly Free-Writes as source material in addition to texts
 - limit yourself to the ideas themselves rather than your evaluation; the idea wouldn't be on your Free-Write if you didn't consider it important
 - prioritize ideas within each source
 - limit sources to five plus or minus two main ideas
 - practice before class under the time limit to test your readiness
-

Projects (Making Presentations)

8

Intro Each student will do five projects. All involve an oral presentation with a Standard Celeration Chart.

- SAFMEDS Project with a Daily per minute SCC
- outside class learning Project with a Daily per minute SCC
- timings for a week on Timings per 2 minutes SCC (data provided)
- timings for a week on Timings per 2 minutes SCC (data you collected)
- Recharting Project with a Yearly per year SCC on data you located

Failure to do any oral presentation deducts one Credit from other Course Credits earned.

Overview The five projects on which learners will make presentations provide opportunities to:

- learn and practice key behaviors involved in making presentations
- learn and practice strategies and tactics that enhance presentation effectiveness (strategic communication)
- achieve a credit towards course grade if successful with $\sqrt{+}$, $\sqrt{}$, or $\sqrt{-}$
- remediate performance if unsuccessful with X (so long as time permits)

SAFMEDS Project The SAFMEDS Project consists of:

- recording your SAFMEDS performances on Daily Timing Record Sheet
- charting these frequencies on a Standard Celeration Chart
- showing and describing Celerations, Bounces, Jumps, Turns and Outliers
- presenting the information to the class using chosen available technology (overhead projector, ELMO, computer projector, video)

Dpmin Project The other Daily per minute Project consists of:

- choosing something you want to learn and can practice daily
- recording your performances on a Daily Timing Record Sheet you construct
- charting these frequencies on a Standard Celeration Chart
- showing and describing Celerations, Bounces, Jumps, Turns and Outliers
- presenting the information to the class using chosen available technology (overhead)

Timings Projects One Timings Project consists of:

- Frequency Data already charted and ready for you to analyze with advanced charting
- presenting the information to the class using chosen available technology (overhead)

The other Timings Project consists of:

- choosing something you want to learn and can practice daily from Mon-Sun for one week
- recording your performances on a Daily Timing Record Sheet you construct
- charting these frequencies on a Timings per 2 minutes Standard Celeration Chart
- showing and describing Celerations, Bounces, Jumps, Turns, Outliers and LPs
- presenting the information to the class using chosen available technology (overhead)

Recharting Project The Recharting Project consists of:

- finding 30 or more yearly data points in an existing chart or table
- charting this data on a Yearly per year Standard Celeration Chart
- showing and describing Celerations, Bounces, Jumps, Turns, Outliers
- presenting the information to the class using chosen available technology (overhead)

Resources

9

Text

A first-time used just-written text will be used in the course. See Course Calendar for assigned readings. Clips from workshop videos will also be used.

| Authors | Title |
|----------------------------|-----------------------------------|
| Steve Graf and Og Lindsley | Standard Celeration Charting 2002 |

Materials

Presentation materials will involve:

- mylar transparencies (about \$.40 per sheet)
- transparency pens (black, blue, green, red): non-permanent or permanent (\$4)
- Daily per minute Standard Celeration Charts (\$.10 per chart)
- Daily per day Standard Celeration Charts (\$.10 per chart)
- Timings per 2 minutes Weekly Standard Celeration Chart (provided)

The first two items on the above list will be unnecessary if the classroom comes equipped with an ELMO.

Other materials needed:

- SAFMEDS \$3
-

Professor

Stephen A. Graf

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| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Do List for Standard Celeration Charts | Day | Day | Day | Day | Day | Day |
|---|-----|-----|-----|-----|-----|-----|

| | | | | | | |
|---|--|--|--|--|--|--|
| Data: Does the Information Contain: | | | | | | |
| • Table or chart showing the original data | | | | | | |
| Identifying who did what counting what | | | | | | |
| Count/time as minute, weekly, monthly or yearly frequencies | | | | | | |
| Real time shown rather than "sessions" | | | | | | |
| Actual counts each time period rather than rates per 1000 | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Does Basic Charting Have: | | | | | | |
| • Time stamp correct at top Dy-Mo-Yr (1900 or 1950 at left) | | | | | | |
| • Behaver | | | | | | |
| • Counted | | | | | | |
| • Other info on bottom okay | | | | | | |
| • Data multiplier as "label" if needed (x1000, etc.) | | | | | | |
| • Symbols okay (dots, Xs) | | | | | | |
| • Frequencies in correct cycles | | | | | | |
| • Frequencies on correct time lines | | | | | | |
| • Aim stars if appropriate | | | | | | |
| • Phase change line(s) shown & labeled | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Does Advanced Charting Have: | | | | | | |
| • Celerations drawn (at least 5 frequencies involved) | | | | | | |
| • Celeration values labeled (Cel 1, Cel 2, etc.) | | | | | | |
| • Celeration values signed (>,<=,X or /) | | | | | | |
| • Celeration values (1, 1.1, 1.4, 2, 4, 16) [or precise upgrade] | | | | | | |
| • Bounce drawn if greater than x2 | | | | | | |
| • Bounce values labeled (B 1, B 2, etc.) | | | | | | |
| • Bounce values signed (>,<=, X) | | | | | | |
| • Bounce measured ok (parallel to day lines; x1 & up) | | | | | | |
| • Jump-Turn Combinations labeled (11, 12, 23, etc.) | | | | | | |
| • Jump-Turn Combinations stated (NJNT, JUTD, etc.) | | | | | | |
| • Jump-Turn Values measured | | | | | | |
| • Outliers labeled & dated for each celeration | | | | | | |
| • Probability stated if applicable | | | | | | |

√ or dot = DID (OK)
 X= DIDN'T (incorrect); DO (remediate)
 / or blank= Can't tell (Why? Didn't complete previous steps)
 N/A= not applicable

| | | | | | | |
|---------------------------------------|------|--|--|--|--|--|
| | DATE | | | | | |
| Summary of checks or dots for day | | | | | | |
| Summary of Xs for day | | | | | | |
| Oral Intensive PROJECT CREDIT? | | | | | | |

| Date | Initiative | | | Reliability | | | Thoroughness | | | Aim: 3 to 1 | Aim: 3 to 1 | Aim: 3 to 1 | Bonus value for Fluency or Project | | | | | | | | | |
|---------|---------------------|---|--------------------------------------|-----------------|---------------|-------------|------------------------|-------------------------------------|------------------------------|--------------------------------|------------------------|----------------------------------|------------------------------------|----------------------------|-----------------------------------|---------------------------------------|------------------------|--|-------------------------|---|--------------------------|----|
| | reach class on time | respond \geq 12/min (Xs=aim-obtained) | Fluency bonus/penalty on SAF(1 or 3) | Project Hits/Xs | come to class | stay to end | bring needed materials | stay in class; do 1 min. Chartshare | recorded SAF on DTRS ea. day | charted SAF on SCC each day(2) | reach SAF aim in class | adds for SAF 10 timing multiples | | draw MM or Im before class | Free-Write feedback (by Dr. Graf) | Appropriate Initiative Behaviors sem. | Initiative Xs semester | Appropriate Reliability Behaviors sem. | Reliability Xs semester | Appropriate Thoroughness Behaviors sem. | Thoroughness Xs semester | |
| 1/15/02 | | | | | | | | | | | | | | | | | | | | | 30 | |
| 1/17/02 | | | | | | | | | | | | | | | | | | | | | | 29 |
| 1/22/02 | | | | | | | | | | | | | | | | | | | | | | 28 |
| 1/24/02 | | | | | | | | | | | | | | | | | | | | | | 27 |
| 1/29/02 | | | | | | | | | | | | | | | | | | | | | | 26 |
| 1/31/02 | | | | | | | | | | | | | | | | | | | | | | 25 |
| 2/5/02 | | | | | | | | | | | | | | | | | | | | | | 24 |
| 2/7/02 | | | | | | | | | | | | | | | | | | | | | | 23 |
| 2/12/02 | | | | | | | | | | | | | | | | | | | | | | 22 |
| 2/14/02 | | | | | | | | | | | | | | | | | | | | | | 21 |
| 2/19/02 | | | | | | | | | | | | | | | | | | | | | | 20 |
| 2/21/02 | | | | | | | | | | | | | | | | | | | | | | 19 |
| 2/26/02 | | | | | | | | | | | | | | | | | | | | | | 18 |
| 2/28/02 | | | | | | | | | | | | | | | | | | | | | | 17 |
| 3/5/02 | | | | | | | | | | | | | | | | | | | | | | 16 |
| 3/7/02 | | | | | | | | | | | | | | | | | | | | | | 15 |
| 3/19/02 | | | | | | | | | | | | | | | | | | | | | | 12 |
| 3/21/02 | | | | | | | | | | | | | | | | | | | | | | 11 |
| 3/26/02 | | | | | | | | | | | | | | | | | | | | | | 10 |
| 3/28/02 | | | | | | | | | | | | | | | | | | | | | | 9 |
| 4/2/02 | | | | | | | | | | | | | | | | | | | | | | 8 |
| 4/4/02 | | | | | | | | | | | | | | | | | | | | | | 7 |
| 4/9/02 | | | | | | | | | | | | | | | | | | | | | | 6 |
| 4/11/02 | | | | | | | | | | | | | | | | | | | | | | 5 |
| 4/16/02 | | | | | | | | | | | | | | | | | | | | | | 4 |
| 4/18/02 | | | | | | | | | | | | | | | | | | | | | | 3 |
| 4/23/02 | | | | | | | | | | | | | | | | | | | | | | 2 |
| 4/25/02 | | | | | | | | | | | | | | | | | | | | | | 1 |
| 4/30/02 | | | | | | | | | | | | | | | | | | | | | | 0 |
| 5/2/02 | | | | | | | | | | | | | | | | | | | | | | |

This TRIP Log must be picked up when you arrive and turned in each day with folder when you leave.

Folder _____

| Date | SAFMEDS | | | | Free Say responses | Slash to show count divided by time | Class discussion time | Counter | Integrity Mishaps | Folder Number |
|---------|----------------------|---------------------------|-------------------------------------|--|--------------------|-------------------------------------|-----------------------|---------|-------------------|---------------|
| | hit count (corrects) | x count (misses or skips) | Slash to show count divided by time | Counting time (usually 1/3 or 1/4 min) | | | | | | |
| 1/15/02 | | | / | | | / | | | | |
| 1/17/02 | | | / | | | / | | | | |
| 1/22/02 | | | / | | | / | | | | |
| 1/24/02 | | | / | | | / | | | | |
| 1/29/02 | | | / | | | / | | | | |
| 1/31/02 | | | / | | | / | | | | |
| 2/5/02 | | | / | | | / | | | | |
| 2/7/02 | | | / | | | / | | | | |
| 2/12/02 | | | / | | | / | | | | |
| 2/14/02 | | | / | | | / | | | | |
| 2/19/02 | | | / | | | / | | | | |
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| 3/26/02 | | | / | | | / | | | | |
| 3/28/02 | | | / | | | / | | | | |
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| 4/4/02 | | | / | | | / | | | | |
| 4/9/02 | | | / | | | / | | | | |
| 4/11/02 | | | / | | | / | | | | |
| 4/16/02 | | | / | | | / | | | | |
| 4/18/02 | | | / | | | / | | | | |
| 4/23/02 | | | / | | | / | | | | |
| 4/25/02 | | | / | | | / | | | | |
| 4/30/02 | | | / | | | / | | | | |
| 5/2/02 | | | / | | | / | | | | |

Course

Job Aid Feedback

SC Charting

Name

Folder

| Do List | 1st try | 2nd try | 3rd try | 4th try | 5th try | 6th try | 7th try | 8th try |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| Does the Project Contain: | | | | | | | | |
| • Daily Timing Record Sheet showing the original data | | | | | | | | |
| identifying who did what counting what | | | | | | | | |
| all columns filled in daily | | | | | | | | |
| floors shown correctly | | | | | | | | |
| actual calendar date shown linking DTRS to SCC | | | | | | | | |
| Does Basic Charting Have: | | | | | | | | |
| • Time stamp correct at top | | | | | | | | |
| • Behavior | | | | | | | | |
| • Counted | | | | | | | | |
| • Other info on bottom okay | | | | | | | | |
| • Floor each day (if counting period not entire day) | | | | | | | | |
| • Symbols okay (dots, Xs) | | | | | | | | |
| • Frequencies in correct cycles | | | | | | | | |
| • Frequencies on correct day lines | | | | | | | | |
| • Phase change line(s) shown & labeled | | | | | | | | |
| Does Advanced Charting Have: | | | | | | | | |
| • Celerations drawn (at least 5 frequencies involved) | | | | | | | | |
| • Celeration values labeled (Cel 1, Cel 2, etc.) | | | | | | | | |
| • Celeration values signed (>,<=, X or /) | | | | | | | | |
| • Celeration values (1, 1.1, 1.4, 2, 4, 16) | | | | | | | | |
| • Bounce drawn if greater than x2 | | | | | | | | |
| • Bounce values labeled (B 1, B 2, etc.) | | | | | | | | |
| • Bounce values signed (>,<=, X) | | | | | | | | |
| • Bounce measured ok (parallel to day lines; x1 & up) | | | | | | | | |
| • Change Effects labeled (11, 12, 23, etc.) | | | | | | | | |
| • Change Effects stated (NJNT, JUTD, etc.) | | | | | | | | |
| • At least one Learning Picture identified | | | | | | | | |
| • Outliers labeled & dated for each celeration | | | | | | | | |
| • Outlier probability stated | | | | | | | | |

✓ or dot = DID (OK)

X= DIDN'T (incorrect); DO (remediate)

/= Can't tell (WHY? Didn't complete previous steps)

N/A= not applicable

DATE

MONITORING ON SCC CREDIT?

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
| | | | | | | | | |

Return this Feedback sheet with each try

SCC SAFMEDS Daily Timing Record Sheet

Behavior _____ Folder _____

| W d | H count | X count | Minutes | Time Bar | Aim/min | Timings per day |
|-----|---------|---------|---------|----------|---------|-----------------|
| 1 m | | | | | 1 | |
| t | | | | | 1 | |
| w | | | | | 1 | |
| h | | | | | 1 | |
| f | | | | | 1 | |
| s | | | | | 2 | |
| S | | | | | 2 | |
| 2 m | | | | | 2 | |
| t | | | | | 2 | |
| w | | | | | 2 | |
| h | | | | | 3 | |
| f | | | | | 3 | |
| s | | | | | 3 | |
| S | | | | | 3 | |
| 3 m | | | | | 4 | |
| t | | | | | 4 | |
| w | | | | | 4 | |
| h | | | | | 5 | |
| f | | | | | 5 | |
| s | | | | | 6 | |
| S | | | | | 6 | |
| 4 m | | | | | 7 | |
| t | | | | | 7 | |
| w | | | | | 8 | |
| h | | | | | 9 | |
| f | | | | | 10 | |
| s | | | | | 11 | |
| S | | | | | 12 | |
| 5 m | | | | | 13 | |
| t | | | | | 14 | |
| w | | | | | 15 | |
| h | | | | | 16 | |
| f | | | | | 18 | |
| s | | | | | 20 | |
| S | | | | | 21 | |
| 6 m | | | | | 23 | |
| t | | | | | 25 | |
| w | | | | | 28 | |
| h | | | | | 30 | |
| f | | | | | 33 | |
| s | | | | | 36 | |
| S | | | | | 39 | |
| 7 m | | | | | 43 | |
| t | | | | | 47 | |
| w | | | | | 51 | |
| h | | | | | (56) | |
| f | | | | | (61) | |
| s | | | | | (66) | |
| S | | | | | (72) | |

| W d | H count | X count | Minutes | Time Bar | Aim/min | Timings per day |
|------|---------|---------|---------|----------|---------|-----------------|
| 8 m | | | | | 51 | |
| t | | | | | 51 | |
| w | | | | | 51 | |
| h | | | | | 51 | |
| f | | | | | 51 | |
| s | | | | | 51 | |
| S | | | | | 51 | |
| 9 m | | | | | 51 | |
| t | | | | | 51 | |
| w | | | | | 51 | |
| h | | | | | 51 | |
| f | | | | | 51 | |
| s | | | | | 51 | |
| S | | | | | 51 | |
| 10 m | | | | | 51 | |
| t | | | | | 51 | |
| w | | | | | 51 | |
| h | | | | | 51 | |
| f | | | | | 51 | |
| s | | | | | 51 | |
| S | | | | | 51 | |
| 11 m | | | | | 51 | |
| t | | | | | 51 | |
| w | | | | | 51 | |
| h | | | | | 51 | |
| f | | | | | 51 | |
| s | | | | | 51 | |
| S | | | | | 51 | |
| 12 m | | | | | 51 | |
| t | | | | | 51 | |
| w | | | | | 51 | |
| h | | | | | 51 | |
| f | | | | | 51 | |
| s | | | | | 51 | |
| S | | | | | 51 | |
| 13 m | | | | | 51 | |
| t | | | | | 51 | |
| w | | | | | 51 | |
| h | | | | | 51 | |
| f | | | | | 51 | |
| s | | | | | 51 | |
| S | | | | | 51 | |
| 14 m | | | | | 51 | |
| t | | | | | 51 | |
| w | | | | | 51 | |
| h | | | | | 51 | |
| f | | | | | 51 | |
| s | | | | | 51 | |
| S | | | | | 51 | |

Take this DTRS home and bring it back each class.

| Date | SCC 2002 | I* | See/Writes | Free/Writes, deadlines, etc. |
|---------|------------------|----|-------------------------|-------------------------------------|
| 1/15/02 | 16,17 | 30 | | FW-0: get SAFMEDS (\$3) |
| 1/17/02 | Starting Point | 29 | SP,17 | FW-00: get SAFMEDS |
| 1/22/02 | 1 | 28 | 1 | |
| 1/24/02 | | 27 | | FW-1 |
| 1/29/02 | 2 | 26 | 2 | |
| 1/31/02 | | 25 | | FW-2 |
| 2/5/02 | 3 | 24 | 3 | |
| 2/7/02 | | 23 | | FW-3 |
| 2/12/02 | 4 | 22 | 4 | |
| 2/14/02 | | 21 | | FW-4 |
| 2/19/02 | 5 | 20 | 5 | |
| 2/21/02 | | 19 | | FW-5 |
| 2/26/02 | 6 | 18 | 6 | |
| 2/28/02 | | 17 | | FW-6 |
| 3/5/02 | 7 | 16 | 7 | |
| 3/7/02 | | 15 | | FW-7 |
| 3/12/02 | Spring Break | 14 | Continue practicing and | |
| 3/14/02 | No YSU Classes | 13 | monitoring SAFMEDS | |
| 3/19/02 | 8 | 12 | 8 | |
| 3/21/02 | | 11 | | FW-8 [last day for W=23 Mr at noon] |
| 3/26/02 | 9 | 10 | 9 | |
| 3/28/02 | | 9 | | FW-9 |
| 4/2/02 | 10 | 8 | 10 | |
| 4/4/02 | | 7 | | FW-10 |
| 4/9/02 | 11 | 6 | 11 | |
| 4/11/02 | | 5 | | FW-11 |
| 4/16/02 | 12 | 4 | 12, BCSW | |
| 4/18/02 | | 3 | | FW-12 |
| 4/23/02 | 13 | 2 | 13 | Last FW redos; BCFW-1 |
| 4/25/02 | | 1 | | FW-13; BCFW2 |
| 4/30/02 | 15 | 0 | 15 | Last SAFMEDS; BCFW3 |
| 5/2/02 | Awards & Sendoff | | | |
| | Finals Week | | | No Final for this course |

Text: Standard Celeration Charting 2002. See above for Reading, See-Write & Free-Write assignments.

I* = number of Initiative bonus points for achieving fluent SAFMEDS with instructor

Hours: Office: Tuesday and Thursday 1:50 pm-2:50 pm (338 DeBartolo);

Beeghly Classroom (306: Tue, Thu 7:30-7:50 am; 9:15-9:25 am; 10:45-10:55 am)

Daily routine involves:

SAFMEDS timings

Chartshares

Free-Says

TRIP Log checks

Project Q&A

Free-Writes (Thursdays)