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tions of a research paper: the Introduction; the Discussion section; and Conclusion. It has become quite evident that students are in need of basic information on how to construct a thesis statement, provide supporting arguments, as well as the inclusion of counter arguments.

First generation college students have no one at home to assist in this type of assignment. Overall, few of our students have learned these skills in their secondary education and few have acquired the necessary competencies in college level English classes. This is especially the case for non native speakers. Language minority students are in desperate need of as-

signments structured using this scaffolding approach. This approach reduces anxiety and apprehensions. In light of the abysmally low reading and language scores of native students, I have found this approach beneficial to the typical student.

The quality of student papers has greatly surpassed my expectations. More importantly, the skills the students acquire fulfilling this requirement are skills that will be utilized throughout their college years. There is no question that this approach places a greater burden on the instructor. More class time is devoted to the paper writing assignment. In addition, there

are more assignments to grade (library assignment, summarizing assignment, Review of Literature, and final paper with Introduction, revised Review of Literature, Discussion, Conclusion, Bibliography). However, I firmly believe the investment is a worthwhile one. I have seen tremendous growth in skill level in ten short weeks. It's not often students thank you for making them work hard, for providing challenging assignments. And many thanks you will receive! This approach builds confidence. No longer will students feel they need to "shop around" for the professor who doesn't require a serious library research paper.

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### PROJECT TITLE

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Development of Multi-Media Technology for HPED 100 Fitness for Living

Empowering Teachers in Inclusive Classrooms

General View & Application of Elementary Functions

Curriculum Development for Arts Education

Exchanging Ideas on Computer-based Teaching of Differential Equations

Needs and Preparedness of KSC Students for Computer Technology

Development of Computer Strategies for KSC Faculty

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### PROJECT TITLE

Cross-Disciplinary Development & Implementation of Internet-based Instructional Materials

General View & Application of Elementary Functions

Technology Applications for Teachers

Computer Based Course in Human Anatomy

Interactive Computer Software for Microbiology

"Intermolecular Forces: An Electronic Slide Presentation"

A Shift from "Instructor Focused" to "Student Focused" Teaching

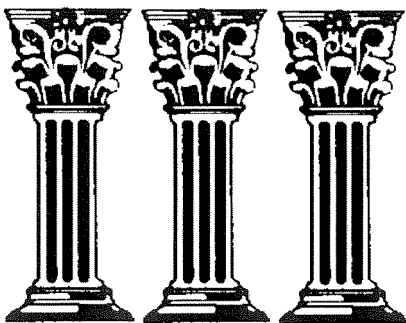
A Practical Guide for Using the Internet at KSC: Multimedia Tutorials for Faculty & Students

(*INTERNET continued from page 1*)

and Bibliographies."

Solinet (Southeastern Library Network)

Here you can find links to the major resource and research desks at universities across the world as well as miscellaneous information such as Amtrak schedules, exact local time worldwide, daily foreign currency rates, and entries into university gophers which allow public access to Usenet discussion groups. Click in order "Gophers Servers of the World," "North America," "USA," "Georgia" and then "SOLINET (Southeastern Library Network)."



# REACHING THROUGH TEACHING

Contributions from KSC faculty are solicited. Please submit articles to CETL on a 5.25" or 3.5" disk in WordPerfect. Preferred length of articles is 900 words. Deadline for the next issue is October 15.

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