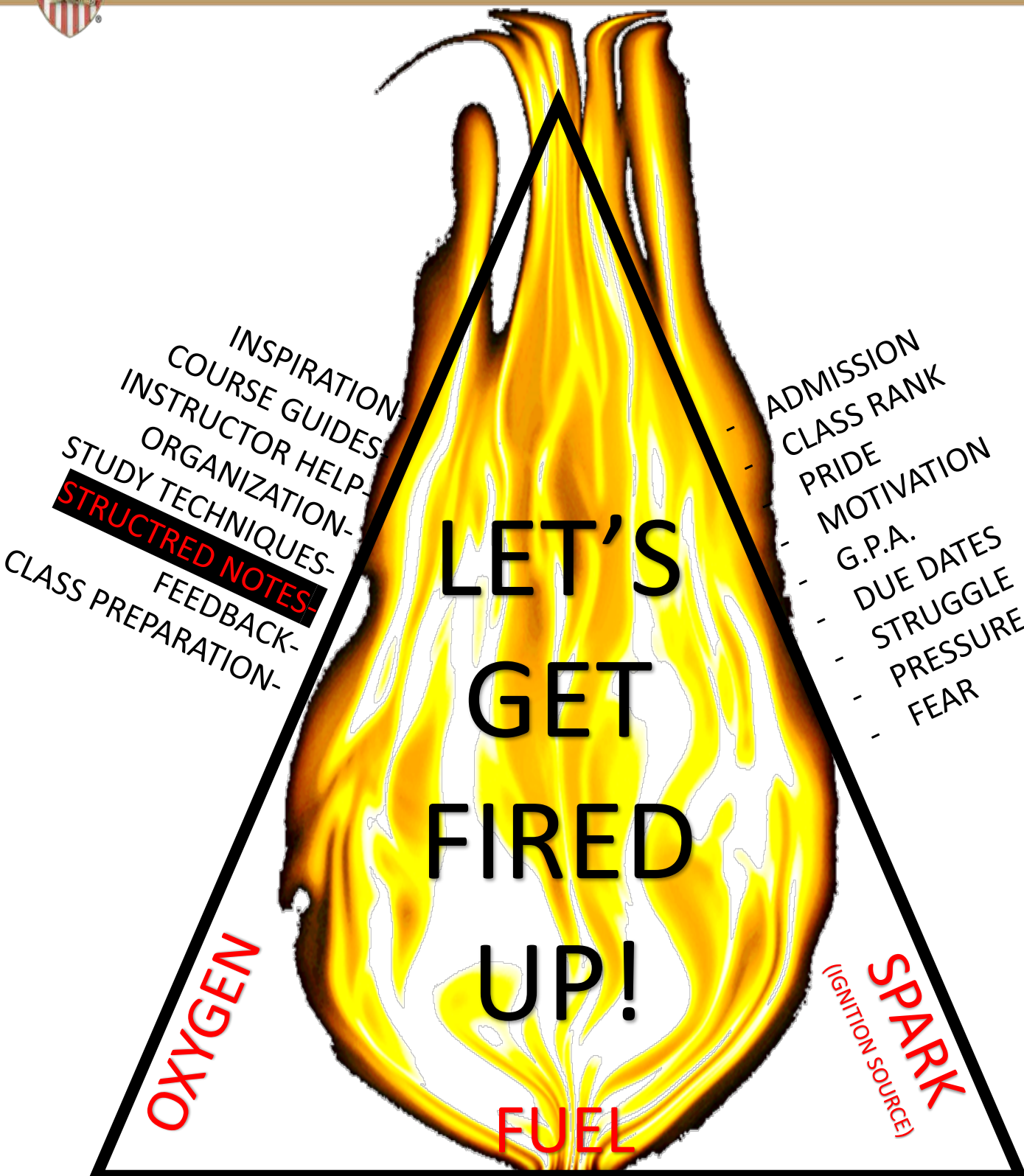




UNITED STATES MILITARY ACADEMY

WEST POINT.



INSPIRATION
 COURSE GUIDES
 INSTRUCTOR HELP-
 ORGANIZATION-
 STUDY TECHNIQUES-
STRUCTURED NOTES-
 FEEDBACK-
 CLASS PREPARATION-

ADMISSION
 CLASS RANK
 PRIDE
 MOTIVATION
 G.P.A.
 DUE DATES
 STRUGGLE
 PRESSURE
 FEAR

OXYGEN

SPARK
(IGNITION SOURCE)

FUEL

EXAMS-
 TEXTBOOKS-
 CLASSES-
 LECTURES-
 SCHEDULES-



UNITED STATES MILITARY ACADEMY
WEST POINT.





Fired Up Structured Note Taking: Keeping Students “En Route” to Success!

Essential Question: How do educators keep the *fire* burning hot?

Main Idea:

Major Supports:

Class Notes:

Assumptions:

Important Quotes:



UNITED STATES MILITARY ACADEMY
WEST POINT

USMAPS

United States Military Academy Preparatory School



The purpose of the United States Military Academy Preparatory School (USMAPS) is to prepare candidates selected by the United States Military Academy Admission's office for the academic, physical, and military challenges of the United States Military Academy at West Point. Selected students (Cadet Candidates) are high school graduates or enlisted personnel from the Active, Reserve or National Guard force.

Joshua Salisbury
Email: joshua.salisbury@westpoint.edu
Phone: 845.938.1938



Vision

USMAPS Is The Preeminent Prep School For Developing Leaders Of Character Through A World-Class Academic, Athletic, And Military Experience To Ensure Success At The United States Military Academy And In The Army.

Key Tasks

- 1. Develop Leaders Of Character Committed To The Ideals Of Duty, Honor, Country, And The Army Ethic***
- 2. Educate, Develop, And Inspire Leaders Of Character To Embrace An Identity As A Soldier-Scholar And To Build And Enact Their Intellectual Capacity To Effectively Adapt To Change***
- 3. Improve Overall Fitness (Faster, Stronger), Resilience, And Toughness; Cadet Candidates Must Be Physically, Mentally, And Emotionally Ready For The Demands Of USMA And Future Combat***
- 4. Build Foundational Military Competencies Through A Comprehensive Leader Development And Military Training Program That Initiates Stewardship Of The Profession Of Arms***
- 5. Inculcate The Army Values And Adherence To Standards And Discipline***
- 6. Foster A Culture Of Excellence, Continual Improvement, And Relevance Nested with USMA To Maintain USMAPS As The Preeminent Path To R-Day and Graduation from USMA***
- 7. Instill A Sense Of Team In Everything We Do***

Mission

To Motivate, Prepare, And Evaluate Selected Candidates In An Academic, Military, Moral, And Physical Environment, To Perform Successfully At The United States Military Academy.



TYPICAL DAILY SCHEDULE

Morning:

5:30 Wake Up

6:30-7:15 Breakfast

7:45-11:50 Class

Afternoon:

12:00-1:00 Lunch

1:00-2:00 Additional Instruction/ Afternoon Study Period

2:00-3:00 Physical Education / Military Science

3:15-6:00 Intramural, Club or Corp Squad Athletics

Evening:

5:30-7:00 Supper

7:15-9:15 Study Barracks

9:30-10:00 Cadet Duties

10:00 Taps

10:30 Lights Out

***CADET CANDIDATES MUST:**

- Go to class
- Remain attentive in class
- Hand in assignments
- Be respectful at all times
-in short, act like perfect students!





USMAPS English

Mission: Prepare Cadet Candidates to succeed at USMA. The department will accomplish its mission by enabling Cadet Candidates to do the following:

- I. Write out-of-class and in-class essays that are strong in substance, style, organization, and correctness, all of which result from the process approach to writing.
- II. Read critically. Instructors will challenge students to read sophisticated, college-level pieces in an effort to better prepare them for standardized testing and the rigors of USMA's curriculum.
- III. Speak effectively in class discussions and oral presentations. Students will deliver at least two formal speeches and a recitation in addition to regular class discussions.
- IV. Maximize their potential on the reading and writing portions of standardized tests. All students will take/retake the Scholastic Aptitude Test (SAT) in an effort to gain admission to the academy.
- V. Document their submissions properly using Modern Language Association (MLA) format.



| | 1) Organization and Application | 2) Active Reading |
|---|--|---|
| O b j e c t i v e | <p>- Students will utilize modeled organizational techniques to appreciate the value of orderliness and become effective managers of academic course material.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notebook <input type="checkbox"/> Notes <input type="checkbox"/> Efficiency <input type="checkbox"/> Autonomy | <p>- Students will use a structured notes sheet to engage in active reading which will help increase reading comprehension and written response quality.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential Question <input type="checkbox"/> Main Idea <input type="checkbox"/> Major Supports <input type="checkbox"/> Assumptions <input type="checkbox"/> Important Quotations <input type="checkbox"/> Class Notes <input type="checkbox"/> Autonomy |
| A s s e s s m e n t s | <p>1) Notes check</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily, sporadically, etc. <input type="checkbox"/> Check to see if the boxes are “full.” I will often begin class discussions by asking a student to read from his or her notes. <p>2) Course guide check</p> <p>3) Written Assessments</p> | <p>1) “Boards Check”</p> <p>2) Course guide checks</p> <p>3) Writing Exercises</p> <p>4) Essays</p> |
| T o o l s | <p>1. Structured Notes</p> <p>2. Writing Exercises</p> <p>3. Class Discussions</p> | <p>1. Class discussions</p> <p>2. One-on-one instruction</p> <p>3. WACAs</p> |



Organization

Student

1. Bound and hole punched
2. Contains all course documents
3. Structure
 - ✓ Syllabus
 - Objectives
 - Assessments with point breakdown
 - Calendar of events
 - Essential questions
 - ✓ Major Essays with Rubrics
 - ✓ Speech Prompts with Rubrics (Easy Grading!)
 - ✓ Structured Notes Sheets
 - ✓ Readings
 - ✓ Writing Exercises
 - ✓ Notes Pages
 - ✓ Reference Material

*Electronic notebooks are in the near future...

Educator

1. All components from student course guide
2. Gradebook
3. Assessments
4. Notes
5. Planner
 - ✓ Lesson Prep and Planning

Serve as a Model for Students!



Active Reading

- Structured Notes' Connection to Syllabus
- Students must read the syllabus for objectives and essential questions
- Must use text index to find reading assignments

| Weekly Objectives: CCs will... | Date | Daily Essential Question | Requirements/Assessments |
|--|------|--|---|
| 1) Understand the components of a narrative and how the author drives his argument | 8-13 | How does one become a better writer? | <ul style="list-style-type: none"> o "On Writing" o Graff- Preface |
| 2) Grasp Graff's framework and his framework's starting point | 8-14 | Why start here? | <ul style="list-style-type: none"> o Graff- Ch. 1 |
| 3) Learn the parts of speech and how one forms clauses and phrases (LBEH) | 8-16 | How does White use imagery to drive his argument? | <ul style="list-style-type: none"> o "Once More on the Lake" |
| 4) Complete USMAPS Plagiarism contract | 8-17 | How does Hughes' narrative differ from White's story? | <ul style="list-style-type: none"> o "Salvation" o PC Alpha |
| 1) Engage in writing personal narratives while focusing on brainstorming | 8-20 | How does one capture a writer's words properly? | <ul style="list-style-type: none"> o Graff- Ch. 2 |
| 2) Understand the components of exemplification and descriptive writing, specifically thesis statements and claims | 8-21 | How did Orwell use descriptive techniques to steer his argument? | <ul style="list-style-type: none"> o "Shooting an Elephant" o HWE 1.1 DUE |
| 3) Document summaries, paraphrases, and quotations | 8-23 | Really, nursery rhymes? | <ul style="list-style-type: none"> o "Falling Down is Part of Growing Up" |
| 4) Construct sentences in all fundamental variations | | | |
| 5) Submit BWSE and HWE 1.1 to archive | 8-24 | How does Lewis describe the change in the game? | <ul style="list-style-type: none"> o "from the Blind Side" o PC Alpha |
| 1) Engage in writing exemplification and definition responses while focusing on integrating cited material | 8-27 | How does a writer artfully integrate others' ideas? | <ul style="list-style-type: none"> o Graff- Ch. 3 and Ch. 4 |
| 2) Understand Graff's three ways to respond to a conversation | 8-28 | How does Cunningham's challenge the paradigm of a woman's smile? | <ul style="list-style-type: none"> o "Why Women Smile" |
| 3) Understand the components of exemplification and definition writing, specifically thesis statements and claims | 8-30 | What do Dillard's examples reveal? | <ul style="list-style-type: none"> o "An American Childhood" |
| 4) Master parts of speech, clauses and phrases, and sentence construction | | | |
| 5) Brainstorm for HWE 1.2 | 8-31 | How do you define words? | <ul style="list-style-type: none"> o "Mommy, What does Nigger Mean?" o PC Bravo |

| "On Writing" | |
|---------------------|--------------|
| Essential Question: | |
| Main Idea: | |
| Major Supports: | Class Notes: |
| Assumptions: | |
| Important Quotes: | |



A1

Franklin D. Roosevelt and the New Deal- Chapter 3

Essential Question:

What did FDR do in his first 100 days?

Main Idea:

How Roosevelt attacked the great depression in the beginning.

Major Supports:

- The inaugural address gives a hint of FDR's kind & charming character.
- Discusses how he changed currency & inflation.
- Opened & created more jobs to improve the economy.
- Achieved public works.

Class Notes:

- FDR cut 15% pay from federal employees to help the economy.
- FDR brought alcohol back which opened bars & restaurants which boosted the economy.
- Payered farmers not to grow things. to prevent waste & regulate supply & demand.
- Relief, recovery, reform
- Closed banks for 4 days & reopened on March 9th. They checked banks & decided which ones can open.

Assumptions:

- Inflation solves deflation.
- Raising the gold standard & replacing bank notes will help the economy for the better.

Important Quotes:

"Roosevelt the candidate & Roosevelt the President overtook distressed men."
"It is simply inevitable that we must inflate."

Survey:

The course guide was...

- Extremely helpful
- Very helpful
- Somewhat helpful
- Not so helpful
- Not at all helpful

~Results~

64.3% responded "Extremely helpful"

32.1% responded "Very helpful"

N= 93 students

A4

Franklin D. Roosevelt 1st Fireside Chat

Essential Question:

Would his words put you at ease?

Main Idea:

FDR Discusses the problem, the cause of the problem, & the possible solutions.

Major Supports:

- Presents the cause for the national panic & also talks about how partially it was the banks fault & at the same time it was not.
- Discusses plans & deals that he implemented & opened newer & safer banks for the people.
- Often soothes people during his speeches & reminds them to keep their hopes up.

Class Notes:

- Stock speculation = 100 ^{margin} → 900 = \$1000
The stock is worth more than the actual company.
500
- Allowing alcohol brought the economy back in good standing.
- FDR saves money by taxing people in order to spend it on big projects in the future.
- FDR restores faith in the presidency by keeping his word.
- Referring are things set in place to make sure certain things don't happen again.
- CCC civilian conservation corps = provided jobs by spending the same money.
- AAA - recovery period, Agricultural Adjustment Act.
- SEC reform. Gov. intervention in free market.

Assumptions:

- Has much faith in the newer banks & that they will not fail the people.
- Assumes that the banks will take care of all the people's needs.

Important Quotes:

"Confidence & courage are the essentials of success in carrying out our plan."
"People must have faith."

Student feedback:

"I need help with writing notes in class and also getting to the point where I can understand what the author's main idea is on my own."



Student feedback:

“The course guide helps a lot; it makes you read the passage and actually try to get an understanding.”

March 9 - halted transactions in gold & proclaimed a national bank holiday.

March 4th - FDR drove money-changers out of Capitol.

March 10 - FDR requested sweeping powers to slice 4000 million from pay to veterans & slash pay of federal employees by 100 million.

March 13 - asked congress to end prohibition

April 7, 1933 - beer sold legally in America

May 12 - congress passes Agricultural Adjustment Act

April 10 - president asked Congress to create Tennessee Valley Authority. & signed on May 18.

March 29 - sent Congress recommendation for federal regulation of securities

June 16 - Congress adjourned

4 March - 100 days begin

March 5 - called congress to special session & halted gold transaction

6 March - Emergency Banking Act (Bank Holiday)

12 March - 1st Fireside chat

20th March - Economy Act 15% pay cut to federal employees

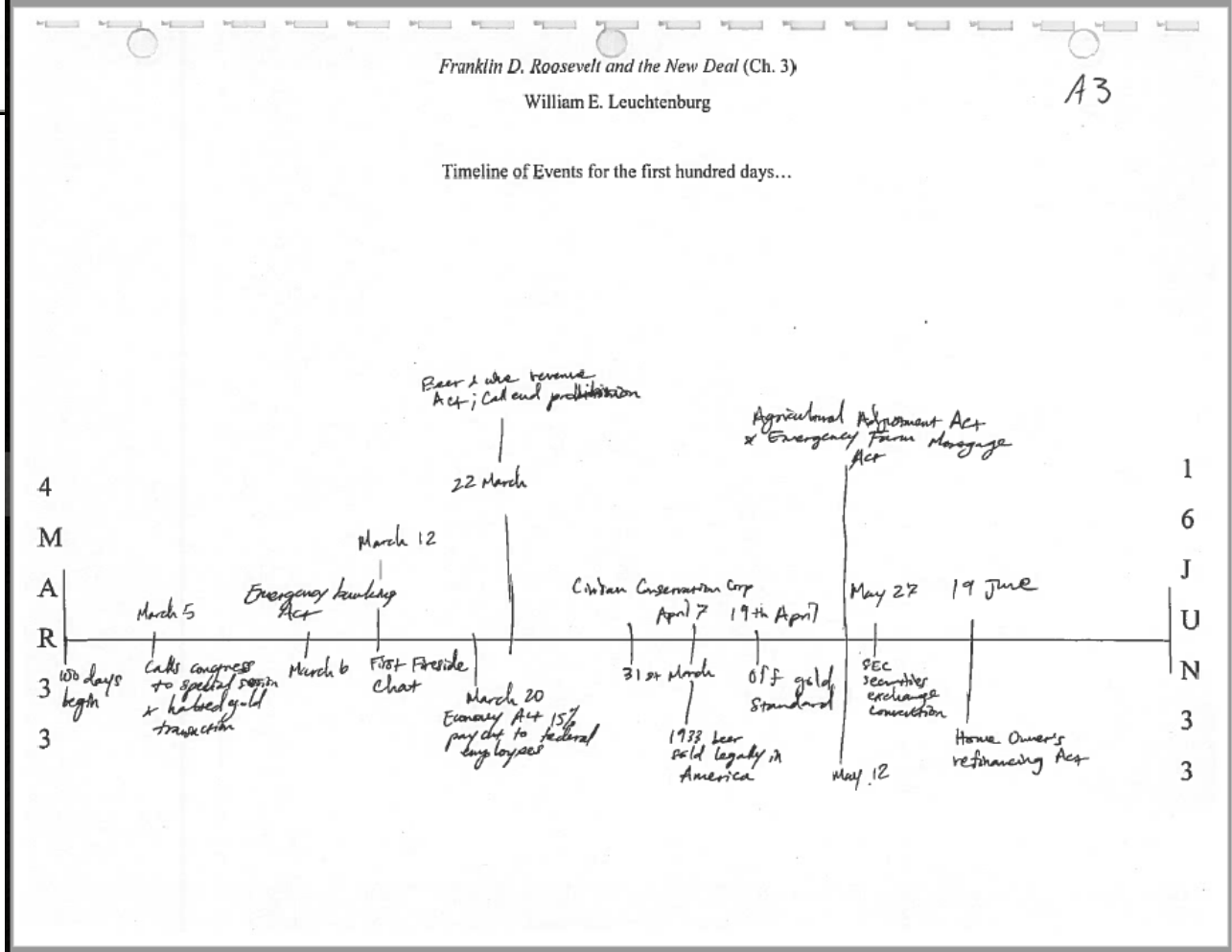
22nd March - Beer & wine revenue Act. Call end prohibition

31st March - CCC - Civilian Conservation Corp.

14 April - off gold standard

27 May - SEC securities exchange Commission

19 June - Home Owners Refinancing Act



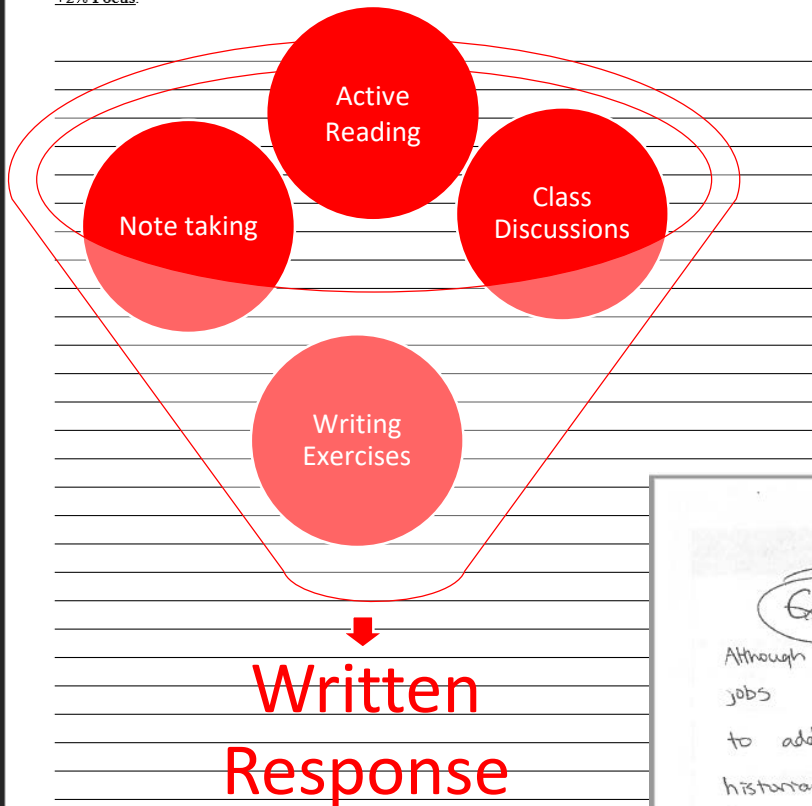


WACA

Objective: Write a summary in keeping with Graff's ideas: "... a summary must at once be true to what the original author says while also emphasizing those aspects of what the author says that interest you" (31).

Task: Summarize "On Writing."

+2% Focus:



Student feedback:

"I learn best by talking through it... [Y]ou showed us different ways to approach essays and WACAs."

Student feedback:

"I like that the instructor has a course guide that laid out the class layout. I also like the in class WACA with direct feedback."

Outline Essay Idea B2

Example

Although Ike's Public Works Administration created jobs and helped grow U.S. infrastructure, it failed to address the need for housing; as a result, historians often overlook the genius behind this legislation.

*** Counterargument**

Thesis -

1. Answer the prompt Effectiveness?
2. They say, I say
 - Refutation
 - Summary

Quote Pg. 130

* Be careful with deficit spending.

*** The CWA helped Hopkins' plans to get people off the streets, but it did not create a job identity like the PWA did.**

↳ allowed deficit spending ~~that~~ ^{that} later shut down, and started the PWA which didn't prove a job identity needed.

PWA did

Major Engineering - Branch Aviation or Engineering.
 Major Political Science/Foreign Affairs Branch ...



Discussion

How do we keep this fire going?

How can I make these techniques work in my classroom?

How can I inspire students to use these methods in other disciplines?

Limitations:

- 1) Initial preparation
- 2) Course guide construction!
- 3) Students lose course guide
- 4) Electronic frontier
- 5) Why not binders?
- 6) Instructor energy
- 7) Enabling vs. Scaffolding vs. Autonomy



UNITED STATES MILITARY ACADEMY
WEST POINT.

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