

Title: Pre-Chapter / Unit Terminology Lists

<p>Goals: (1) reduce comprehension issues and confusion resulting from new or challenging discipline-specific terminology; (2) gain knowledge about your students' general vocabulary level so that you can make adjustments to the vocabulary you use in class from the start of the semester.</p> <p>Description: At the start of each unit or chapter, provide students with lists of new or challenging discipline-specific terms along with their definitions. These can be provided as hardcopy handouts, documents on your course site, or on Quizlet.com (a free online learning tool for students and teachers). Have your students look over the lists as a homework assignment and bring in any questions they have about the terms to the next class. Have students try to explain the terms to their classmates. This will provide further information to you about the students' overall understanding of these terms.</p>	<p>Variation: Provide only the words and terms without definitions. Have your students write a "v" next to the words they are familiar with and "X" next to words they do not know. In the next class, have pairs compare their results and help each other with words they did not know. Have a class discussion about the meaning of the words.</p> <p>Challenges: Determining which words, terms, etc. will be challenging. You should consider this an ongoing project in that you will learn from early efforts which words and terms are unfamiliar to your students; then you can make adjustments to future lists.</p> <p>Participant Level: I (home); WC/GR/P (in class)</p> <p>Prep Time: M Class Time: S/M When: A (start of each chapter/unit)</p> <p>Submitted by: Prof. Ray Gonzales Montgomery College</p>
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Code Legend:

Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)