



BRACE YOURSELVES

COMMON BOOK SELECTION: GAME OF THRONES EDITION



K-STATE FIRST



Tara Coleman

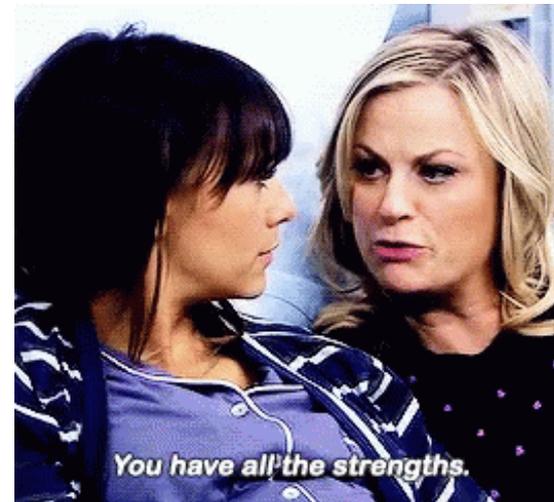
Associate Professor, Hale Library
Chair, K-State Book Network

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Assistant Director, K-State First

Helping Students Succeed

Challenge + Support

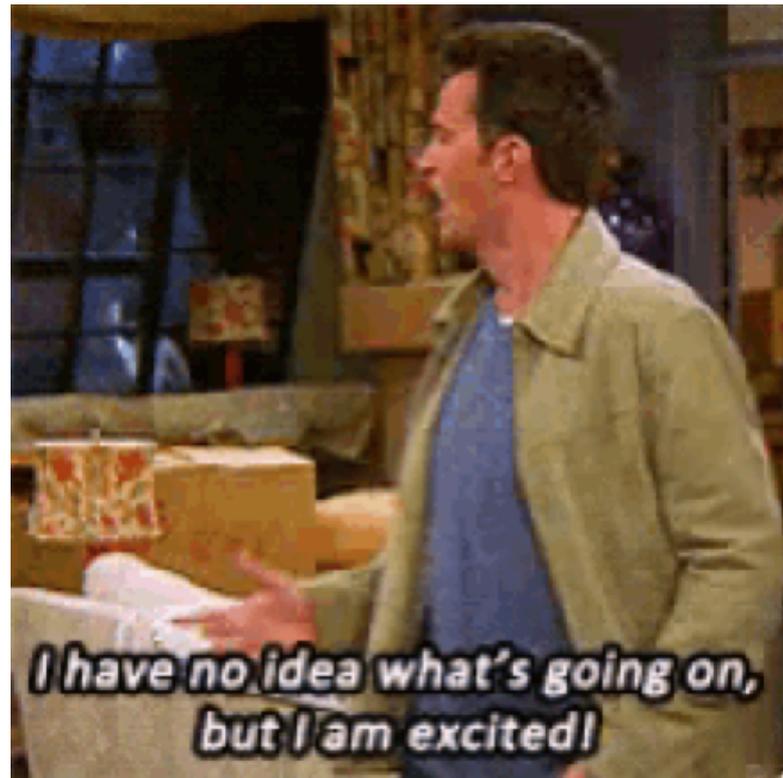


A great college experience starts with a great first year!



Our goals:

Transition to college-level learning and college life



Our goals:

Academic success; everyone should do something academically engaging



Our Programs



- Connecting Across Topics (CAT) Communities



- First-Year Seminars



- Guide to Personal Success (GPS)

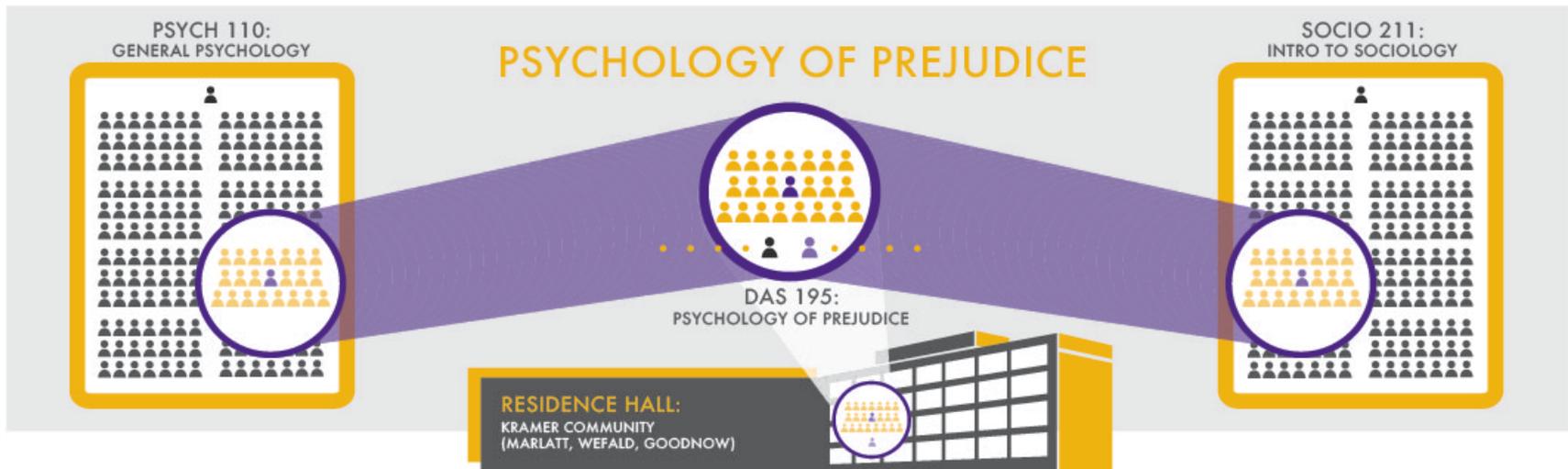


- K-State Book Network (KSBN)



CAT Communities

One interest, endless connections.



First-Year Seminars

Small classes, big gains.



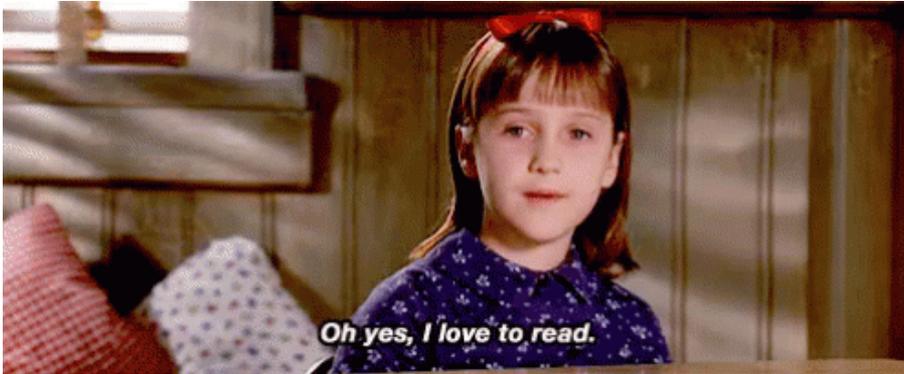
Guide to Personal Success

Building community in the K-State family.



K-State Book Network

A campus on the same page.



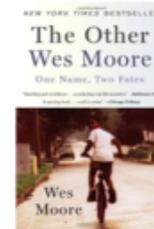
All Previous KSBN books



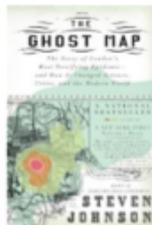
2017



2016



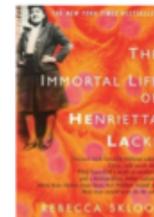
2015



2014



2013



2012



2011



2010



Kansas State University



- Decentralized Campus
 - Open-enrollment
 - No required first-year courses
 - No required on-campus living



Building Consensus on Campus



We work with a diverse range of programs, groups, departments, and colleges to promote buy-in to the KSBN program



KSBN COMMON BOOK SELECTION COMMITTEE

KSBN
K-STATE BOOK NETWORK



COMMITTEE SELECTION



No one can survive in this world without help.

Membership Expectations



- Read...
- Respond...
- Attend meetings...





TYPES OF MEMBERS



Membership Selection



- Intentional and inclusive membership selection



Readers



Heavy Lifters



- Help things run smoothly
- Background support
- Reliable – will do necessary work when asked



The Hater



Students



- Critically Engaged
- Empathetic
- Speaking truth to power
- Offer thoughtful responses – written and/or orally



Global Perspective



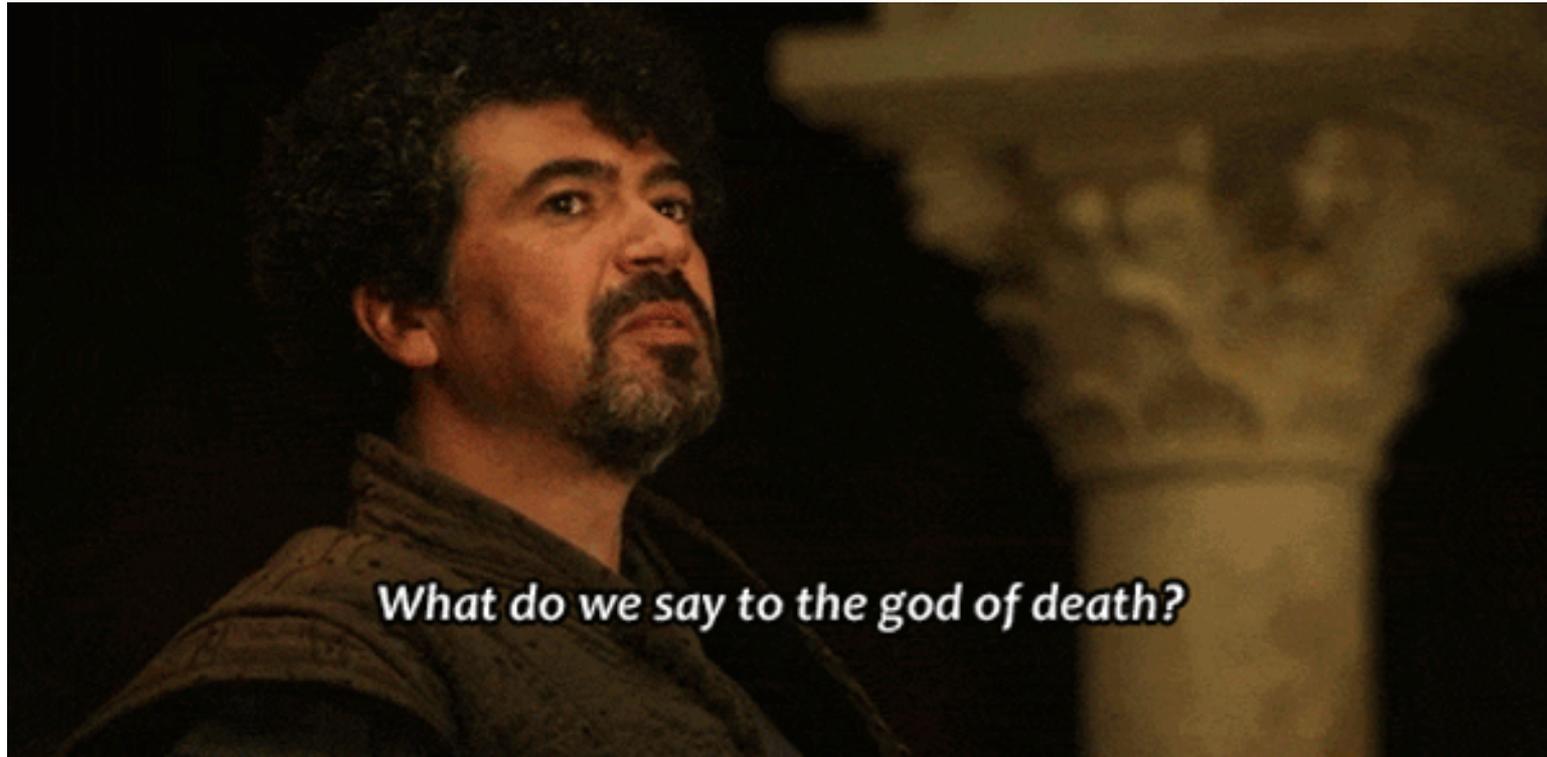
Student Success Programs



- Work with students outside of the classroom
- Correct misconceptions of students
- Understand where students are at, issues they might be facing
- Holistic view of students



Teaching Faculty



Networkers



- Know people
- Converse about the book with various parties
- Encourage buy-in and build support
- Grease wheels



The Facilitator



- Make things happen
- On track and organized



MEETING MANAGEMENT



Detailed Annual Schedules

Selection Timeline

Dates subject to change at Chair's discretion.

March - April	<ul style="list-style-type: none"> Initial meeting: Program purpose, member responsibility, book themes, timeline, how to find books, how to evaluating books Nominate titles for committee review
May	<ul style="list-style-type: none"> Nominate titles for committee review Vote on which books will be reviewed as a committee in June Chair will scan ~30 pages from approved books for a sample and distribute Read and evaluate samples
June	<ul style="list-style-type: none"> Read and evaluate samples Second call for titles Vote on which books will be reviewed as a committee in July
July	<ul style="list-style-type: none"> Read and evaluate samples
August	<ul style="list-style-type: none"> Read and evaluate samples Narrow to 12 titles Chair orders copies and places on reserve
September	<ul style="list-style-type: none"> (1st meeting) Discuss strength/weaknesses (2nd meeting) Continue discussion
October	<ul style="list-style-type: none"> (3rd meeting) Discuss global or cultural awareness Narrow to 6 (4th meeting) Discuss challenges or barriers Narrow to 3 Solicit campus feedback on 3 titles
November	<ul style="list-style-type: none"> Solicit campus feedback on 3 titles (5th meeting) Discuss talking points, partners, promotion Narrow to 1
December	<ul style="list-style-type: none"> Get approval for the title from appropriate campus administration
January	<ul style="list-style-type: none"> Confirmation of Provost approval

- Meetings...
- Surveys...
- Book selections...
- Feedback...
- Book samples available online and through email



Time/Group Management Tools



← We avoid this...



Time/Group Management Tools



- ← By doing this...
- Email (continuous communication)



Time/Group Management Tools



- ← By doing this...
- Qualtrics (voting and feedback forms – all must share)



Time/Group Management Tools



- ← By doing this...
- Zoom (people who aren't physically in the room still have the opportunity to share)



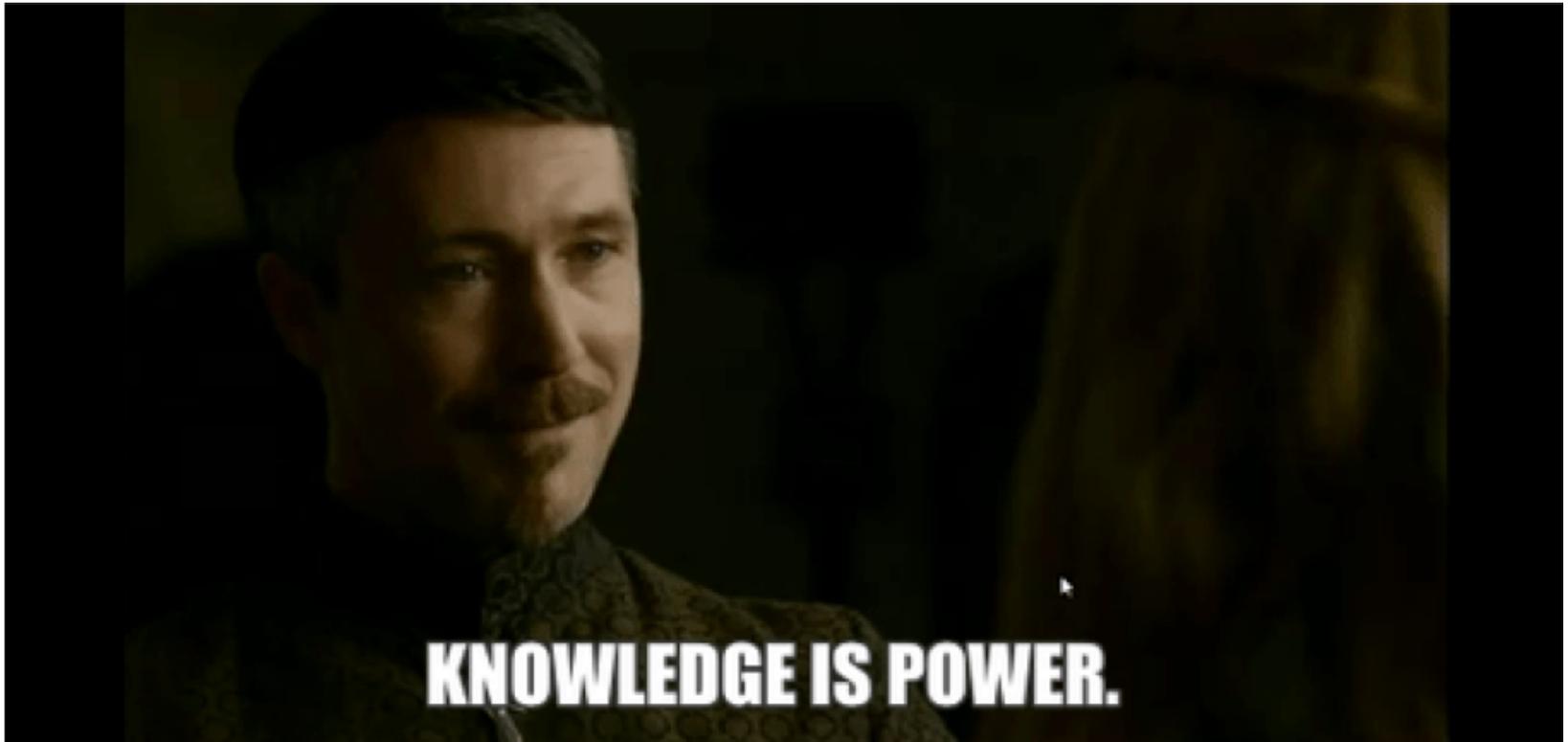
Time/Group Management Tools



- ← By doing this...
- K-State Online (learning management tool)



PROCESSES



Tight Schedule



- Built around academic school year
- Personal time
- Amount of time it takes to complete tasks
- I do what I want





DATA COLLECTION AND QUALITATIVE CODING

Book Evaluation



- Questions we answer and discuss
- Must justify decisions and be truthful about selecting/not-selecting certain works



Example Questions:

Book Nomination Questions

Committee members and the public must answer these questions when nominating a book for review. This information and a sample of the first 30ish pages will be sent to the committee. The Chair reserves the right to challenge or discard a nomination if it does not qualify for the theme.

1. Nominator information
2. Title
3. Author
4. Book link (optional)
5. Which selection criteria does the book address (select all that apply)?
 - a. The book is under 400 pages
 - b. The book is in paperback
 - c. Students can read this with relatively little guidance over the summer
6. Why do you think this would be a good book for first year students at K-State?
7. Have you read this book?
8. How does the book address the theme of "The American Dream"?
9. What would you hope students take away from reading this book?

Sample Review Questions (Summer)

These questions are answered once committee members have read a sample.

1. Was it hard for you to get through the sample?
 - a. Yes
 - b. No
2. Do you think the sample is a good book for first year students? Why?
3. Is there anything in the sample that would make the reader stop reading?
4. Do you think the book should move forward in the committee?

The votes will be tallied at the end of the summer and the top 12 titles will be reviewed by the committee.

Book Evaluation Questions (Fall)

These questions are discussed during the meetings and one or two of the questions will be asked in the voting survey.

Meeting 1 & 2

- What are the strengths and weaknesses of this book?

Meeting 3

- How does the book address global or cultural awareness?

Meeting 4

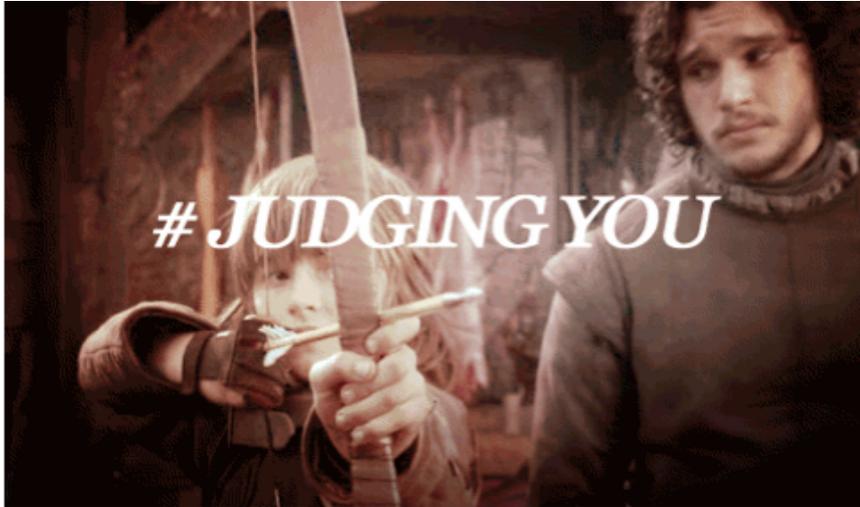
- What are the challenges or barriers that may keep you from using the book in your role on campus?

Meeting 5

- Who would be a good campus/community partner(s) if this book was chosen?
- What type of programming or activity would your unit produce to tie into the book?



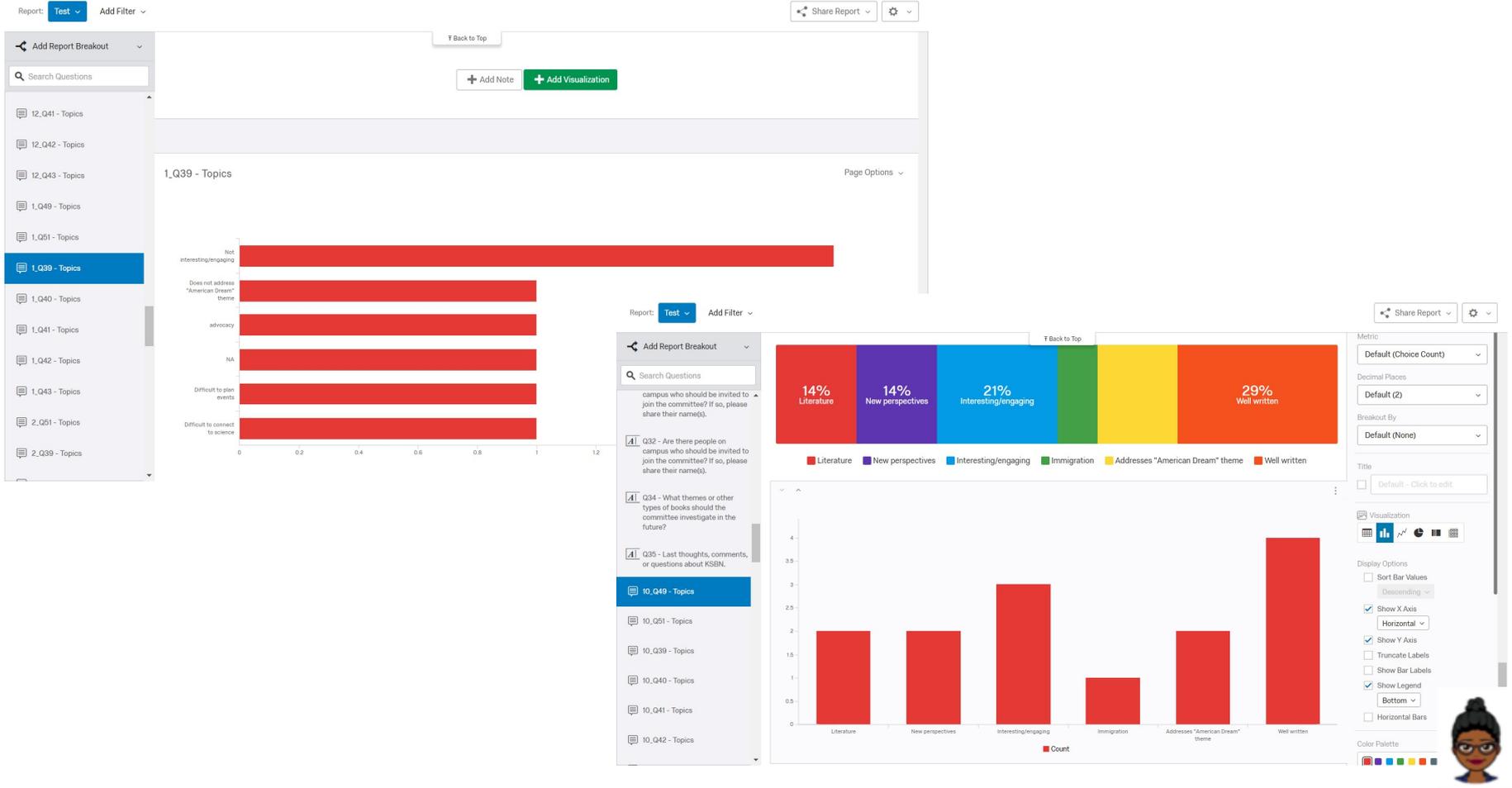
Discussion



- Emphasis on discussion of both the positive and negative impacts of particular works



Voting/Data Collection



Voting/Data Collection

2018 | Top 3 feedback & Voting

Projects Contacts Library Help

Survey Actions Distributions **Data & Analysis** Reports

Data **Text** Cross Tabs Weighting

Question: 12_Q49: The Handmaid's Tale\$(e:/Field-1) -



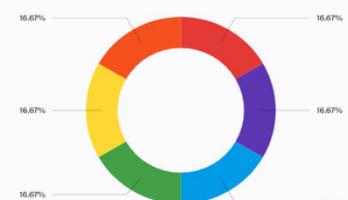
Showing all 26 responses

The Handmaid's Tale\$(e:/Field/Handmaid's%20tale) - What are the strengths of [Field-1]?

It is a well-written novel, one that could challenge students to use the lens of dystopia Gilead to evaluate the world in 2018. I think this is an engaging read readers to consider multiple perspectives in evaluating how society, at the whim of a ruling elite, can so quickly change. Atwood is most successful in this and grocery shopping - things we take for granted, in illustrating exactly how far society has gone off the rails. Furthermore, when considered in light of our does a very good job of asking not just what the American dream is, but whose American dream takes priority. The book is, simply, riveting and I think it is general as an institution, but also the KSNB program specifically.

Report: **Text** Add Filter

10_Q42 - Topics



Legend Values

- College of Business
- Political Science Department
- Immigration



Coding

The Hate U Give



The Hate U Give follows a 16-year-old girl named Starr, who grew up in a poverty-stricken neighborhood and now attends a suburban prep school. After she witnesses a police officer shoot her unarmed best friend, she tries to speak her truth as her existence in two very different worlds becomes a challenge. (EBONY)

Initial Committee Feedback

- 94% of the reviewers said the book was not hard to get through
- The book is under 400 pages
- It can read this with relatively little guidance over the summer

According to the nominator...

"The Hate U Give addresses current issues of police violence against people of color, which can allow students to complicate their understanding of who has access to the "American Dream" in the first place.

Additionally, the novel also address issues of systemic racism, poverty, and how these issues affect each other...Critics and scholars alike believe this book will be taught in classrooms, written about in journals, and perhaps, and a common read at different universities."

Comment from a committee member...

"Absolutely vital for this modern world where police violence has become the norm. There are other aspects (such as code-switching and being pulled between two worlds) that are available for discussion, too. I think this would be a difficult but important read for many first year students."

- Internal Report that is shared
- Gives reasons for choosing, or not choosing, particular works



Coding

The Hate U Give

Strengths

Addresses issues we are struggling with at K-State and in the nation in an accessible way

- "It's a 'good book' in addition to having an important message. The talking points of this novel include not only police brutality and its effect on communities but also elements intrinsically tied to the experience of non-white individuals in America. The protagonist's need to "code switch" between her home life and her school life is a great example of one of these elements, all of which would be worth talking about."
- "The language and style of the book is something that I feel that students will quickly and easily identify with and will help them to keep reading the novel. It talks about tough racial issues in a conversational tone that does not make it feel like the book is preaching to you."
- "Even though this book could cause some tension, it provides a more neutral outlet to start conversations and give people common ground. We should not shy away from something just because it may bring about tension. The informal title may also appear to students making the non-readers more interested."

Weaknesses

Heavy subject matter that makes for difficult and uncomfortable conversations

- "Because of the weighty subject matter, some instructors may feel too uncomfortable with potential conflict to use the material in their classes."
- "Might offend law enforcement and people who are close to those in law enforcement."
- "It will be a narrative that needs to be handled with care and caution in a classroom environment."

What might keep someone from using the book?

Fear of having uncomfortable conversations or not knowing how to facilitate a discussion on the topics introduced in the book

- "Some faculty may not feel comfortable addressing a book around shooting or police brutality, especially with the new gun policy on campus."
- "There is a high potential that bringing this topic into a classroom environment would be opening the door to some conflict—and not all of it easily mediated or necessarily academically beneficial, either. Individuals may not feel comfortable using this book in their courses as a result."
- "It doesn't paint law enforcement in the best light, and that's going to upset some people."

3

The Hate U Give

Connection to "The American Dream" Theme

Questions/complicates the idea of "The American Dream"

- "Explores how structural challenges and prejudice can get in the way of achieving the American Dream"
- "Starr's family is fighting for their version of the American Dream, and really it's not that different than the stereotypical dream: they want security/stability, they want their own place in the world where they belong. I like that it offers a different cultural interpretation of the Dream, but that there are some clear similarities."

Global/Cultural Awareness

The book offers insights into our current social and political climate within the U.S. while giving students a chance to foster empathy

- "For a campus community that is predominantly white (and often rural), this provides one glimpse into another culture. Of course, we shouldn't take this as representative of another culture, but it does encourage more cultural awareness, especially as it attempts to illustrate a variety of perspectives on an issue."
- "Explores code-switching and cultural differences between different educational communities"
- "It shows the complexity of cultures that are frequently stereotyped and offers what feels like an authentic perspective that can help broaden our students' understanding on cultures in the US"
- "This book demands readers have a certain level of cultural awareness and appreciation. I think this book helps provide awareness of certain topics for those who need it and expands ideas for those already thinking about the ideas the book presents."

Campus Feedback (18 participants)

General themes

- The book addresses issues of race that are relevant at K-State. "This is the perfect book to use to help to kick-start the conversation..." many want to see on campus
- The book is written for a young adult audience and is not college level
- The book is biased against law enforcement

If this book is selected, what can we provide to help you use it?

- Lectures that are unbiased towards law enforcement
- Training on how to have difficult conversation and listening for understanding
- Events with political focus

4



Finding Campus/Community Partners

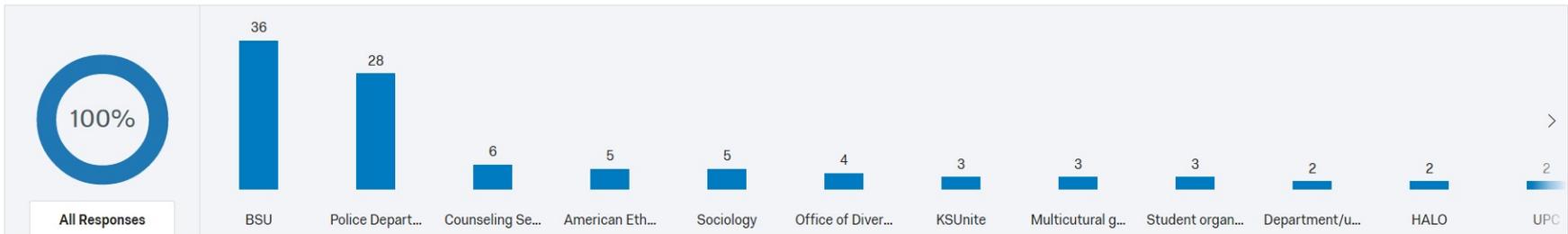
2018 | Top 3 feedback & Voting

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Data **Text** Cross Tabs Weighting

Question: 5_Q42: The Hate U Give\$[e://Field/Hat...



Showing all 47 responses

Page 1 of 3

The Hate U Give\$[e://Field/Hate%20U%20Give] - Who would be a good campus/community partner(s) if [Field-1] is chosen? (Required)

The student alumni board could be a good option plus the student ambassadors.

Campus Police/Riley County Police Black Student Union

5_Q42 - Topics

Student alumni board ×

Student ambassadors × +

Police Department ×

BSU × +



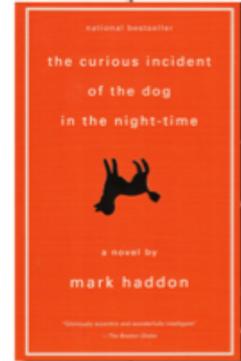
Creating Study Guides



THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

GUIDE CONTENTS:

About the Book.....	1
Resources.....	2
Timeline.....	2
Using the Book	
Tips.....	3
Themes and Discussion.....	3
Learning Styles.....	5
Educational Activities.....	6
Other Titles of Interest.....	8
Facts, Statistics, and Terms to Know.....	8
Compare and Contrast.....	9
Meet the Major Characters.....	10
Award Opportunities.....	11
Faculty, Alumni, and Community.....	12



ABOUT THE BOOK:

The Curious Incident of the Dog in the Night-Time is a 2003 mystery novel by British writer Mark Haddon. The novel is narrated in the first-person perspective by Christopher John Francis Boone, a 15-year-old boy who describes himself as "a mathematician with some behavioural difficulties" living in Swindon, Wiltshire. He also has a mystery to solve: the suspicious death of a neighborhood dog. Along the way, Christopher's investigation reveals important truths about his community, his family, and himself.

Calderdale Nas (2017). *The Curious Incident of the Dog in the Night-Time*. Retrieved from <http://www.calderdalenas.org.uk/resources/curious-incident-dog-nighttime/>.



Creating Study Guides

RESOURCES:

RELATED MATERIALS (CLICK FOR MORE INFO):

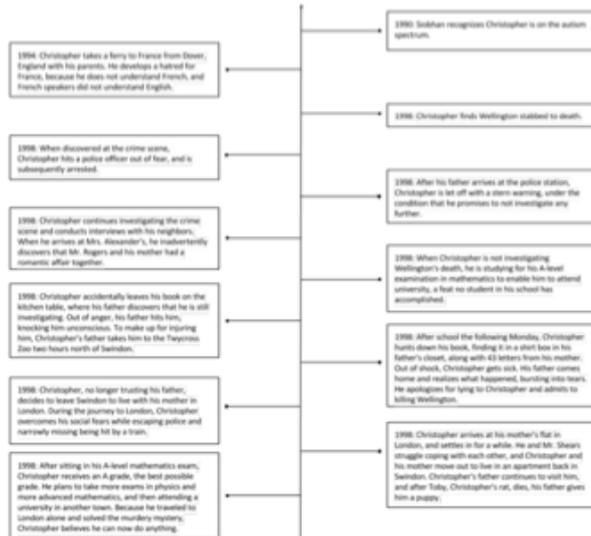
- Official Trailer for *The Curious Incident of the Dog in the Night-Time* Play
- TED Talk: Got a wicked problem? First, tell me how you make toast
- TED Talk: Do schools kill creativity?
- The Difference between the United Kingdom, Great Britain and England Explained by CGP Grey
- Is autism underdiagnosed in girls?
- P.A.R.C., Mills and Special Education
- Ed Roberts and the Independent Living Movement

LOCAL RESOURCES (CLICK FOR MORE INFO):

- Student Access Center
- Academic Achievement Center
- Counseling Services
- K-State Family Center

TIMELINE:

Check out our interactive timeline on the KSNB website. [Click HERE](#) to view.



2

USING THE BOOK:

TIPS:

The tips aid faculty and staff in planning events related to *The Curious Incident of the Dog in the Night-Time*, and provide ideas to implementing the novel inside and outside the classroom.

WHEN PLANNING TO USE THE BOOK IN YOUR CLASS...

- Connect to student success skills: critical thinking, strategic study habits, time management (practical/useful).
- Students may not have read the book during the summer. Put the book on your syllabus with the date it will be discussed.
- If using the whole book doesn't work for your class, use excerpts. These can easily be put in K-State Online.
- Create an assignment focused on the book or use it as an example when discussing the theories, philosophy, and practices of your discipline.

WHEN PLANNING TO USE THE BOOK OUTSIDE OF THE CLASSROOM...

- Give students time to read the book. If they do not have a copy, send them to Hale Library or one of Sigma Tau Delta's Lending Libraries.
- Create questions or activities inspired by the book that will allow people to participate even if they have not read the whole book.

WHEN PLANNING EVENTS...

- Partner with other established groups on campus. They can help fund, advertise, and bring people to the event.
- Select your day and time around who you want to attend.
 - Faculty/staff - 8am-5pm Monday-Friday
 - Students - Tuesdays/Thursdays after 7pm, though those are also common exam times
- If you are planning a daytime event for students, keep in mind...
 - MWF classes generally start on the half hour
 - TU classes can start on the hour, half hour, or five after the hour
- Work with instructors to schedule the event when their class meets and ask them to bring their class.

THEMES AND DISCUSSION:

PROBLEM SOLVING AND LOGIC

Christopher Boone is a highly logical individual, and he uses logical reasoning to solve his problems or make decisions. He details his step-by-step process when making even basic decisions, and he provides reasoning when describing his math problems.

Discussion Questions

- Christopher experiences the world quantitatively and logically. His teacher, Mr. Jeavons, tells him that he likes math because it's safe. However, Christopher's explanation of the Monty Hall problem gives the reader more insight into why he likes math. How is math safe? How does Mr. Jeavons underestimate the complexity of Christopher's mind and his responses to intellectual stimulation?
- Christopher uses logical methods to control and organize his life. How does this concept assist in understanding Christopher's personality? How do you identify with the idea of using order and organization to control life's uncertainties?

Activities

- Explain a problem in up to 40 words. Then rewrite it using 30, 20, 10, then finally 5 words. These words are likely the root of the problem and possibly the solution as well.

CREATIVITY

Christopher, though well-versed in logical problem solving skills, also uses creative role-playing and imagines himself to be a detective as he searches for the killer of Mrs. Shears' dog.

Discussion Questions

- How does logic differ from creativity?
- How does Christopher use creativity instead of logic when solving the mystery of the missing dog?

Activities

- Draw a scene from the book from the perspective of Christopher and another character. Explain how they see the world differently.

HOW DO WE DECIDE?



The Final Three

1. Campus Feedback
2. Committee Suggestions/Final Vote
3. Collect data into final report
4. Provost decides
5. Additional campus/community partners and co-sponsors if needed



Finally - Use the Book!



- All must be enthusiastic and positive once final book is chosen
- Spread the word
- Use the book
- Talk about it with students and units





Thank you.



QUESTIONS AND DISCUSSION



Contact Us!

K-State First: www.k-state.edu/first

KSBN: www.k-state.edu/ksbn

K-State Research Exchange (K-Rex) site:

<http://krex.k-state.edu/dspace/handle/2097/32752>

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