College of Agriculture and Life Sciences
Summer Reading 2006: 50 points
Written Assignment Due: August 23, 24
blog Due: August 30, 31

Colleges and universities are discovering that students get more out of their college experience if they truly connect with their campus. Summer readings can help provide a sense of community by increasing student-to-student and student-to-instructor interactions.

The CALS summer reading this year is Tuesdays with Morrie, by Mitch Albom. Other Colleges across campus are also asking their students to read this book. The book asks questions that you may already be asking yourself: what will I get from my college education? What’s truly valuable to me? What do I hope to make of my life? Read the book and talk about it with your family and friends, then complete the writing assignment. You’ll be discussing it with your fellow students and faculty this year.

You will receive a copy of the book from CALS at New Student Orientation in July or August. You may also purchase the book on line or from a local bookstore.

Mitch Albom (http://www.mitchalbom.com/splash.asp) will be the guest speaker at NC State’s Wolfpack Welcome Week Convocation Festival. CALS students are required to attend Mr. Albom’s talk and to reflect on it in writing (the talk and reflection are part of your ALS 103 course). Faculty advisers may also attend. Convocation Festival is Monday, August 21, 7 – 9:30 pm., at the RBC Center. Transportation information will be available in August. To get credit for attendance you will participate in an ALS 103 on line “Values blog.” Instructions for the blog will be given in class.

This assignment includes some questions and worksheets to help you organize your thoughts about the book and to prepare you for the writing assignment. The writing assignment is due the first day of class in ALS 103.

**Purpose of this assignment**
Every class you take and every assignment you do have “learning outcomes”: that is, the instructor has goals for you to reach and skills for you to practice and learn. The “learning outcomes” that helped in choosing the book, designing this assignment, and preparing for discussions and activities in ALS 103 are as follows.

Students will be able to:
- Identify their values and explain why they are important to them
- Describe the factors that have shaped their values
- Explain how values may have changed or been challenged over the last four years
- Evaluate how their experience in college may shape or challenge their values
- Apply knowledge of values through oral and written presentation assignments
- Gain an appreciation of the values articulated by their peers
- Begin to build a sense of community with their peers in CALS and across the campus

*Adapted from FYC Summer Reading. Special thanks to Andrea Atkins and FYC.*
DEFINITIONS OF “VALUE”

We have provided you with several definitions for the term ‘value’. These definitions were collected from First Year College advisors as well as adapted from reference sources. Please either select a definition that is most similar to your definition of the term ‘values’ or create your own definition in the space provided. You will use the definition you choose to complete the exercises in this packet.

- Values are those things/ideas/people that are important to us, central concepts that give meaning to our lives, a set of guiding principles that help us make decisions and chose a path.

- Values are the things in our lives that shape our behavior and define who we are. The stronger they are, the less willing we are to change or compromise them.

- Values are things (tangible or intangible) that we find of great.

- A value is a principle, standard or quality considered worthwhile or desirable. Values are beliefs that people have which serve as the basis for their decision-making. Value commits a person to action.

- Values are a cohesive system of beliefs, which are freely chosen by the individual, prized, publicly affirmed, and acted upon.

- A principle, standard, or quality considered worthwhile or desirable (www.dictionary.reference.com)

- Your definition:
Changing Values and Tuesdays With Morrie

Over time our experiences can influence and even change our values. In Tuesdays With Morrie, Mitch Albom’s values change from the beginning of the book (before he reconnected with Morrie) to the end of the book (after he spent time with Morrie). In the chart below, list the values that Mitch Albom identified with at the start of the book, and the values that he possessed at the end of the book.

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<th>Mitch’s values at the beginning</th>
<th>Mitch’s values at the end</th>
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Your Changing Values

Are you the same person today that you were your first day of high school? Probably not. In the chart below identify your values as they were at the start of high school and identify what your values are today.

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<th>Your values at the start of high school</th>
<th>Your values today</th>
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Assignement: On a separate piece of paper, type at 2 to 3 paragraphs (at least 5 sentences per paragraph) proofread it for spelling, punctuation, grammar, and word choice. Put your name at the top of every page and staple the pages. Answer to the following:

• Compare your values now with Mitch Albom’s values in Tuesdays with Morrie.
• How have your values changed (or stayed the same) over the past four years?
  • Why do you think they have changed or stayed constant?
ALS 103 Summer Reading Values blog

Using the definition you selected for ‘values’ and your chart of current personal values, use this blog to share your values. Take at least 5 paragraphs (at least 5 sentences each) to answer the following questions (you can write more if you like):

• Describe at least three values and why each value is important to you.

• How do you think your values will change at the end of your first year of college? Be honest. Why?

• What messages did you take away from Mitch Albom’s talk related to your values, your future interactions with fellow students, with faculty, with the NCSU community and with the greater community?

Some Details
This assignment asks you to think and talk about your own ideas. Don’t be afraid to say “I”! But it is also intended for others to view and read, so look at it with the reader’s eye – ask yourself, if I were someone who didn’t know me or the way I think, would this make sense to me? Would it be interesting? You might show your work to your friends or family and get their input. Look at the grading rubric below. Have you met the expectations it describes?

Requirement Possible Points (25 points)
- Chart of Mitch’s values is completed
- Chart of “Your changing values” is completed
- Paragraphs on “Your changing values” are completed
- The writing is focused and clear overall.
- The writing addresses the questions in the assignment
- The writing is specific—it gives examples and details to illustrate
- and expand on its points.
- The writing shows thoughtfulness or insight.
- It is proofread for spelling, grammar, and punctuation.
- It is at least five paragraphs long.
- It is typed, double-spaced, 1-inch margins, stapled, student’s name and page number on every page.
- It is turned in on time (first day of ALS 103 class)

ALS 103 blog (25 points)
- The blog reflect thoughts and observations from Mitch Albom’s convocation talk
- It is easy to see what values are being represented
- The information is conveyed in an interesting manner
- The writing is focused and clear overall.
- The writing addresses the questions in the assignment
- The writing is specific—it gives examples and details to illustrate
- and expand on its points.
- The writing shows thoughtfulness or insight.
- The blog is completed by August 31