

Individualized Learning Plan

Original ILP

* Required

1. Email *

2. Why are you taking this course? *

3. How do you think your reasons for taking this course might impact the extent of your success in it? *

4. How confident are you in the following skill or competency areas? *

Mark only one oval per row.

	I think I suck in this area.	I'm okay in this area, but could use some work.	I think I'm not very good in these areas.	I can hold my own in this area.	This is a strength for me.	Master of this universe. Bring it on!
Being a learner (e.g. enthusiasm/interest in learning, finding relevance in it, ownership of your education, self-discipline, time management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading (e.g. comprehension, vocabulary, understanding abstract ideas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking (e.g. making connections, generating original thoughts and ideas,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

using your
imagination,
creating things)

Social skills (e.g.
social interaction,
public speaking)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Content area of this
course (e.g.
sociological
imagination, gender
as a social
construct, feminism,
antiracism)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5. How interested are you in working on each of these areas through this course this semester? *

Mark only one oval per row.

	Nah, I'm good.	I'd like to include this in my goals.	This is a top priority for me.
Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading (e.g. comprehension, vocabulary, understanding abstract ideas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking (e.g. making connections, generating original thoughts and ideas, using your imagination, creating things)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social skills (e.g. social interaction, public speaking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content area of this course (e.g. sociological imagination, gender as a social construct, feminism, antiracism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Of the goals you chose in the previous questions, which one do you want to operationalize first? *

Mark only one oval.

- Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)
Skip to question 9
- Reading (e.g. comprehension, vocabulary, understanding abstract ideas) *Skip to question 12*
- Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)
Skip to question 15
- Thinking (e.g. making connections, generating original thoughts and ideas, using your imagination, creating things)
Skip to question 18
- Social skills (e.g. social interaction, public speaking) *Skip to question 21*
- The substantive area of this course (e.g. sociological imagination, gender as a social construct, feminism, antiracism)
Skip to question 24
- What does "operationalize" mean? *Skip to question 7*

Skip to question 11

Operationalize

7. "Operationalize" - to turn abstract ideas into observable practices, behaviors, or other measurable indicators of the abstract idea *

Mark only one oval.

- Got it - I can answer now! *Skip to question 8*

Skip to question 8

○ - First Area

8. Congrats on learning a new word! :D Now...of the goals you chose in the previous questions, which one do you want to operationalize first? *

Mark only one oval.

- Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)
Skip to question 9
- Reading (e.g. comprehension, vocabulary, understanding abstract ideas) *Skip to question 12*
- Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)
Skip to question 15
- Thinking (e.g. making connections, generating original thoughts and ideas, using your imagination, creating things)
Skip to question 18
- Social skills (e.g. social interaction, public speaking) *Skip to question 21*
- The substantive area of this course (e.g. sociological imagination, gender as a social construct, feminism, antiracism)
Skip to question 24

Skip to question 11

Being a learner

9. What are your specific goals in this area? *

Check all that apply.

- Developing more interest in my education
- Finding some enthusiasm for this subject
- Taking more ownership of my own learning process
- Understanding the relevance of the course material to my life
- Improving my time management skills and practices
- Increasing my academic self-discipline

10. Which of the following ways do you plan to work on this? *

Check all that apply.

- Finding a time management or habit-building app that works for me
- Planning out my reading and thinking time each week
- Finding a way to reward myself for putting in the time
- Setting aside particular days and time to get my reading done, and protecting that time
- Trying to find things that interest me in the reading
- Writing things in the book margins when I find them interesting
- Taking a few minutes after reading to jot down anything that I found interesting or valuable
- Spending more time thinking about the material and class meetings outside of class
- Talking to my friends or family about the course material or class work
- Finding somewhere else to read and think where there are no distractions
- Pairing up with a friend to send check-ins when we've done our work
- Thinking more positive thoughts about learning, this course, or school
- Making sure I get enough sleep

Other: _____

Next Area

11. Which one would you like to operationalize next? *

Mark only one oval.

- Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)
Skip to question 9
- Reading (e.g. comprehension, vocabulary, understanding abstract ideas) *Skip to question 12*
- Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)
Skip to question 15
- Thinking (e.g. making connections, generating original thoughts and ideas, using your imagination, creating things)
Skip to question 18
- Social skills (e.g. social interaction, public speaking) *Skip to question 21*
- The substantive area of this course (e.g. sociological imagination, gender as a social construct, feminism, antiracism)
Skip to question 24
- None, I'm finished *Skip to question 26*

Reading

12. What are your specific goals in this area? *

Check all that apply.

- Reading comprehension
- Improving vocabulary
- Understanding ideas and concepts
- Finding deeper meanings in the material
- Becoming familiar with major thinkers, ideas, and some of the history of Black Feminist Thought

13. Which of the following ways do you plan to work on this? *

Check all that apply.

- Setting aside time and space to read without distraction so that I can really focus
- Looking up the meanings of unfamiliar words as soon as I see them
- Writing down these words and their definitions
- Reviewing my vocabulary list each time I come back to the reading
- Pausing reading after every paragraph and reflect on what I've just read
- Pausing reading after every section and write a few sentences paraphrasing, in my own words, what the author is saying
- Writing down the main idea of each chapter and what the author was doing differently from the previous chapter
- Talking to someone else about each reading to help me process what it meant
- Talking to Dr. Newmahr during office hours to help me process what I'm reading
- Keeping a list of things I think are "ideas" and "concepts" and what they mean
- Taking notes after each reading on the claims and arguments the author is making
- Taking notes after each reading about important people, works and events
- Thinking about where the author is really coming from, or what she might not be saying
- Trying to see if I can use what I've read to think about an entirely different topic
- Doing my best to put in the required 9 hours of reading/thinking time each week

Other: _____

Next Area

14. If you selected another skill area, please specify it here:

Mark only one oval.

- Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)
Skip to question 9
- Reading (e.g. comprehension, vocabulary, understanding abstract ideas) *Skip to question 12*
- Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)
Skip to question 15
- Thinking (e.g. making connections, generating original thoughts and ideas, using your imagination, creating things)
Skip to question 18
- Social skills (e.g. social interaction, public speaking) *Skip to question 21*
- The substantive area of this course (e.g. sociological imagination, gender as a social construct, feminism, antiracism)
Skip to question 24
- I didn't; I'm finished. *Skip to question 26*

Writing

15. What are your specific goals in this area? *

Check all that apply.

- Becoming more comfortable with writing or decreasing anxiety about it
- Improving my technical writing skills, such as grammar, spelling, word usage and sentence structure
- Improving my organization skills in writing
- Improving the clarity of my writing
- Developing the effectiveness of my writing (emotional impact, persuasiveness, etc.)

16. Which of the following ways do you plan to work on this? *

Check all that apply.

- Reminding myself that writing is a process and not a product
- Reminding myself that if I don't like what I've written, I can change it
- Taking time to write an outline before in-class writing assignments
- Thinking about every word I've written down and what purpose it serves
- Re-reading my writing carefully and asking myself whether it would make sense to someone else
- Going to the Writing Center for help with technical skills

Other: _____

Skip to question 11

Next Area

17. If you selected another skill area, please specify it here:

Mark only one oval.

- Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)
Skip to question 9
- Reading (e.g. comprehension, vocabulary, understanding abstract ideas) *Skip to question 12*
- Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)
Skip to question 15
- Thinking (e.g. making connections, generating original thoughts and ideas, using your imagination, creating things)
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Skip to question 24
- I didn't; I'm finished. *Skip to question 26*

Thinking

18. What are your specific goals in this area? *

Check all that apply.

- Making connections among abstract ideas
- Strengthening/practicing my imagination
- Generating my own original ideas
- Building confidence about my creativity

19. Which of the following ways do you plan to work on this? *

Check all that apply.

- Actively taking detailed notes while reading and after reading so that I can play with the ideas and practice thinking about them
- Actively taking notes during class discussions so that I can follow up on thoughts and threads
- Trying to come up with examples, scenarios and questions while I'm reading
- Practicing trying to connect what I'm reading to anything else - something in another course, something in the room at the moment, someone I know
- Talking to friends about the material to help me process and play with ideas
- Making a video or audio recording of myself talking about the reading, and then listening to it another day, to see if anything else pops up for me
- Making sure I get enough sleep
- Reminding myself that being "wrong" is the path to original thought
- Reminding myself that college is supposed to be a safe space for thinking, and that thinking is risk-taking
- Reminding or telling myself that I'm smart/that I can do this/that I've got this.
- Really, really working to let go of any issues, anxieties or concerns about wrong answers or looking stupid
- Giving myself a break already!

Other: _____

Next Area

20. If you selected another skill area, please specify it here:

Mark only one oval.

- Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)
Skip to question 9
- Reading (e.g. comprehension, vocabulary, understanding abstract ideas) *Skip to question 12*
- Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)
Skip to question 15
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Skip to question 18
- Social skills (e.g. social interaction, public speaking) *Skip to question 21*
- The substantive area of this course (e.g. sociological imagination, gender as a social construct, feminism, antiracism)
Skip to question 24
- I didn't; I'm finished. *Skip to question 26*

Social Skills

21. What are your specific goals in this area? *

Check all that apply.

- To become more comfortable with, or confident in, class discussions
- To become more comfortable with, or confident in, talking with other students
- To become better at, or more comfortable with, collaborative or shared work
- To become more comfortable with, or confident in, speaking in public

22. Which of the following ways do you plan to work on this? *

Check all that apply.

- Not coming to class hungry, tired and already pissed off
- Picturing everyone in the class as mewling kittens
- Reminding myself that I can bring as much to the table as anyone else in here
- A lot of deep breaths
- Practice, practice, practice

Other: _____

Next Area

23. If you selected another skill area, please specify it here:

Mark only one oval.

- Being a learner (e.g. enthusiasm/interest in learning, ownership of your education, self-discipline, time management)
Skip to question 9
- Reading (e.g. comprehension, vocabulary, understanding abstract ideas) *Skip to question 12*
- Writing (e.g. comfortability and confidence, grammar, spelling and syntax, organization and clarity)
Skip to question 15
- Thinking (e.g. making connections, generating original thoughts and ideas, using your imagination, creating things)
Skip to question 18
- Social skills (e.g. social interaction, public speaking) *Skip to question 21*
- The substantive area of this course (e.g. sociological imagination, gender as a social construct, feminism, antiracism)
Skip to question 24
- I didn't; all done! *Skip to question 26*

Substantive Area

24. What are your specific goals in this area? *

Check all that apply.

- Understanding/honing my sociological imagination
- Understanding the role of white supremacy in shaping "feminist theory"
- Understanding intersections of gender and race
- Familiarity with canonical feminist theorists

25. Which of the following ways do you plan to work on this? *

Check all that apply.

- Reflecting on the information I've gleaned after each reading assignment, lecture or class discussion
- Writing down the information I've learned after each reading assignment, lecture or class discussion
- Reviewing my list of things I've learned before I start the next reading
- Actively listening in class for examples of what I'm interested in understanding more about
- Following up on things that interest me by Googling or talking to people or asking for more resources
- Practicing thinking in the ways we're learning about

Other: _____

Skip to question 23

Conclusion

26. If you have any other intellectual or creative areas in which you hope to progress this semester, please describe them here:

27. If you have any feedback about Individualized Learning Plans, this process, or this form, please share here:

28. If there is anything else you'd like me to know, I'm all...eyes! :D *

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