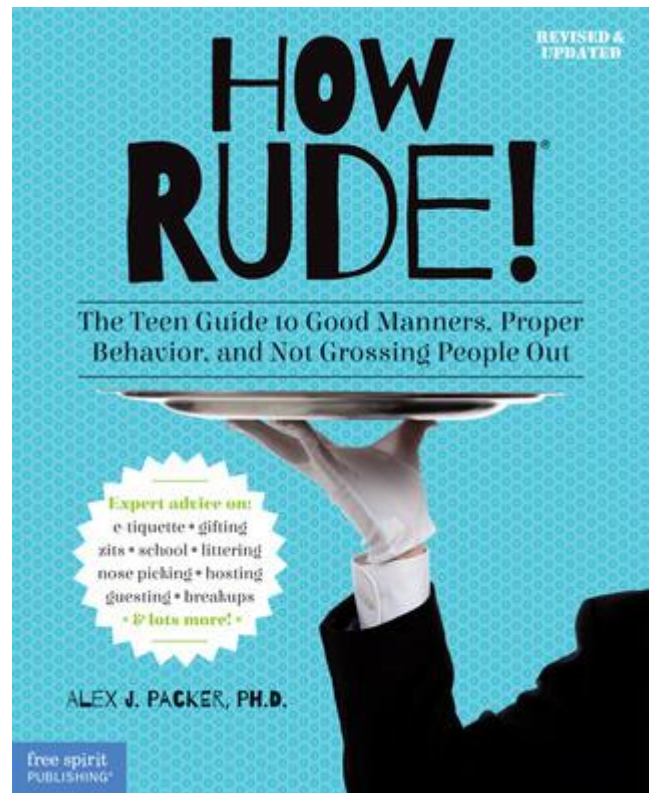


People:

Go through this reading with a fine toothcomb; and make sure you study all the images too. As you study the reading, I am sure you will understand why you have been assigned it. Every semester, without fail, teachers come across a number of students who (regardless of their class, gender, race, or ethnicity, etc.) appear not to have been raised properly by their parents, or whoever else raised them. The consequence of which, of course, is the disruption of class proceedings (not to mention the irritation it causes other students in class—the well-mannered). While all teachers have to deal with this misbehavior, research suggests that teachers who are most vulnerable to this sort of *infantile* class disruptions are women teachers and teachers who are people of color who teach in non-STEM fields, such as African American Studies, Women’s Studies, Native American Studies, History, English, and so on. As Professor Nell Irvin Painter (an African American woman professor at Princeton University) observed many years ago in relation specifically to African American Studies: “... it seems that people of all racial and ethnic backgrounds can still harbor attitudes detrimental to the health of [African American] studies. While non-black people may be more likely to ignore the field's development, a black skin does not automatically make its owner an advocate of either black studies or black faculty members. Black and non-black people can throw obstacles in the way.”¹ If you are among those who belong to this category of immature students, have you considered getting psychiatric help?



Chicago Tribune

Rude behavior in college classrooms is often a matter of course

By Lisa Black, Tribune reporter

SOURCE: http://articles.chicagotribune.com/2009-09-06/news/0909050194_1_students-rude-classroom

Lee Shumow doesn't want to text her students, or be their friend on Facebook, but to their chagrin prefers an old-fashioned way to communicate: e-mail.

¹ You can read her article in Packet 3 (of PART A). It is item 2, titled “Black Studies and Black Professors.”

The educational psychology professor at Northern Illinois University appreciates when students take the time to reply. It's an extra treat when they don't begin their message with, "Hey, Lee."

She and many of her colleagues believe such informality has seeped into the college classroom environment, citing student behavior that's best described as rude or oblivious. As students begin a new semester this month, instructors bracing for yet another onslaught blame technology for creating a disengaged generation whose attention is constantly diverted by laptops, phones and iPods.

Others point to the unruly classroom as a reflection of an increasingly ill-mannered society. Nearly 70 percent of Americans polled in 2005 said they believe people are more rude than they were 20 to 30 years ago.

"I literally cannot imagine having addressed any teacher I had in my career as 'Hey' and then their first name," said Shumow, who has a doctoral degree and has taught 15 years at NIU. "I love them. I won an award for undergraduate teaching in 2005. But man, the world has really changed from when I was a student."

To their credit, most students are respectful and more inquisitive than ever, faculty members say.

Yet professors also find they must devote space in the syllabus to ask students to refrain from

surfing the Web, texting or answering cell phones during a lecture. Some have to remind students that, when making a presentation, they should remove the backward baseball cap and save the bare midriff for a beach party. Others complain that students randomly leave and enter the classroom during class.

For their part, students are irked by others who slurp and chew food, doze off or dominate discussion.

Some blame high schools for

lowering the bar on classroom conduct, while others say the problems begin at home, when families fail to instill in children basic skills such as how to say "please" or "thank you."

In some cases, parents are more obnoxious than their offspring. One professor reported hearing from an irate father whose child had failed a class. The father insisted he had paid enough tuition for "at least a D."

Yet experts believe there is more to collegiate rudeness than perhaps a feeling of entitlement.

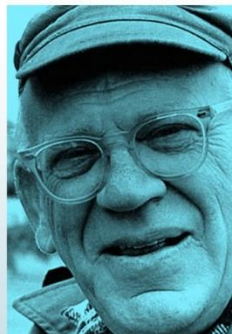
The attitude often is: "I don't need you, I have the Net," said P.M. Forni, director of the Civility Initiative at Johns Hopkins University and a professor of Italian literature.

"These are students for whom the computers are the training wheels of their knowledge since early childhood. Many of them will think nothing of starting to text as you convey a commentary on Dante's 'Divine Comedy.'"

Although the decline in classroom manners has not been documented in evidence-backed research, Forni said, the "anecdotal evidence is so massive it becomes rather reliable."

"Rudeness is a weak person's imitation of strength"

—Eric Hoffer (philosopher)



There is a sense, he said, that the relationship between student and teacher is now likened to one between a client and service provider.

"The prestige of the teacher and the professors as providers of knowledge and wisdom has decreased as the importance of the information technology has increased," he said.

Professors should set a tone of relaxed formality and define boundaries from day one, Forni said.

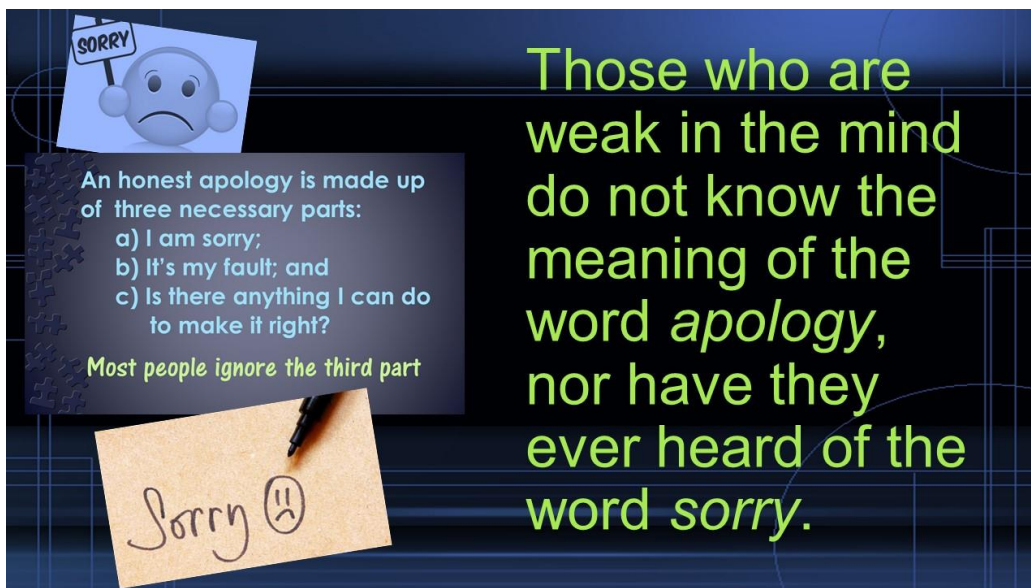
[...]

Ill-mannered students don't just grate on the teacher, they also irritate classmates.

"I always have the one [classmate] who thinks they know everything," said Natalia Garcia, 21, of Waukegan, a CLC student. "They actually argue with the teacher sometimes. It's annoying."

Sarah Katula, an assistant nursing professor at Elmhurst College, recently sat on the other side of

lectern as a graduate student at a Chicago university. She was surprised at the number of students playing games on their laptops during lectures, and was especially annoyed by a woman who sat behind her in statistics class. "Every class, she would eat her yogurt and she would clink her spoon ... to get every last bit of it," Katula said. "The chewing of food made me nuts."



NIU's Shumow agrees that older returning graduate students pose a special set of challenges, especially if juggling full-time jobs.

"They are tired and on class nights they haven't eaten a decent meal and their nerves are frayed," she said. Some are snippy, she said, and argue about class requirements, such as preparing a formal paper.

"This is graduate school," Shumow said. "Yeah, you really do have to include citations in your paper."

College classroom etiquette: Tips for students

Do ...

*Arrive on time

*Address your professor with a formal title, unless told otherwise

*Turn off your cell phone ring; if you must answer the phone, leave the room

- *If food is allowed, eat quietly
- *Dress appropriately; don't reveal too much skin
- *Visit the professor during office hours, if needed
- *Be attentive and respectful
- *Participate without dominating discussions

Don't ...

- *Text-message friends, answer the phone or surf the Web
- *Crunch food loudly or crinkle wrappers
- *Argue with the professor
- *Carry on side conversations during class
- *Leave class early without clearing it in advance
- *Send professor e-mails that are written too casually or lack punctuation



Why the Stupid say they are Smart

Psychologists have shown humans are poor judges of their own abilities, from sense of humor to grammar. Those worst at it are the worst judges of all.

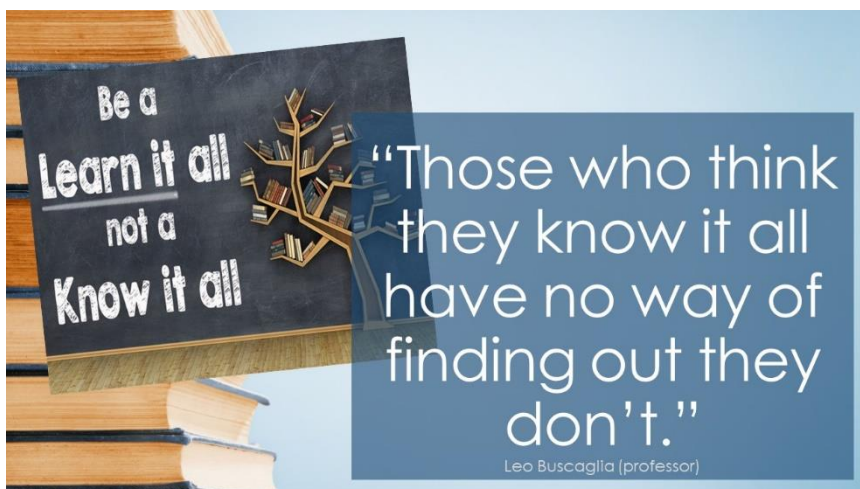
By Tom Stafford

Source: <http://www.bbc.com/future/story/20131125-why-the-stupid-say-theyre-smart>

You're pretty smart right? Clever, and funny too. Of course you are, just like me. But wouldn't it be terrible if we were mistaken?

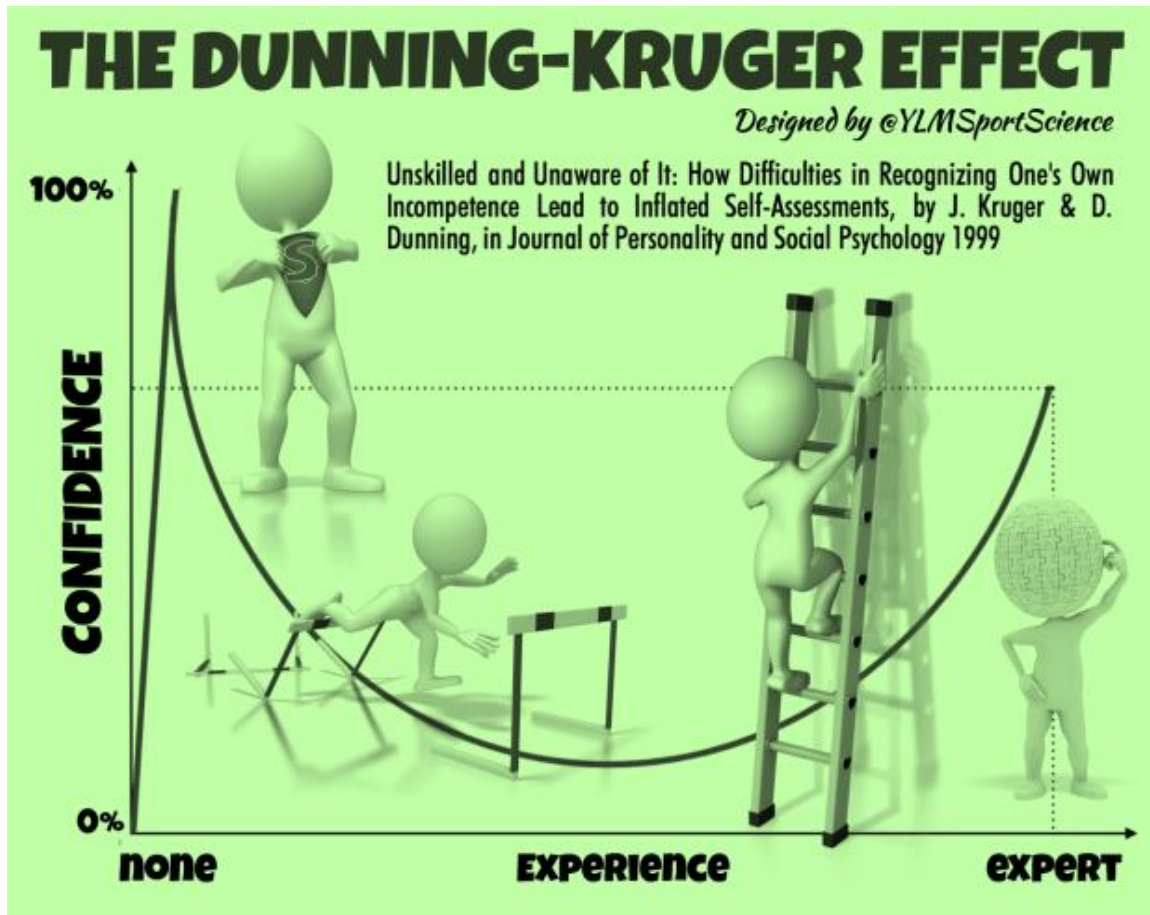
Psychologists have shown that we are more likely to be blind to our own failings than perhaps we realise. This could explain why some incompetent people are so annoying, and also inject a healthy dose of humility into our own sense of self-regard.

In 1999, Justin Kruger and David Dunning, from Cornell University, New York, tested whether people



who lack the skills or abilities for something are also more likely to lack awareness of their lack of ability. At the start of [their research paper](#) they cite a Pittsburgh bank robber called McArthur Wheeler as an example, who was arrested in 1995 shortly after robbing two banks in broad daylight without wearing a mask or any other kind of disguise. When police showed him the security camera footage, he protested "But I wore the juice". The hapless criminal believed that if you rubbed your face with lemon juice you would be invisible to security cameras.

Kruger and Dunning were interested in testing another kind of laughing matter. They asked professional comedians to rate 30 jokes for funniness. Then, 65 undergraduates were asked to rate the jokes too, and then ranked according to how well their judgements matched those of the professionals. They were also asked how well they thought they had done compared to the average person.



As you might expect, most people thought their ability to tell what was funny was [above average](#). The results were, however, most interesting when split according to how well participants performed. Those slightly above average in their ability to rate jokes were highly accurate in their self-assessment, while those who actually did the best tended to think they were

only slightly above average. Participants who were least able to judge what was funny (at least according to the professional comics) were also least able to accurately assess their own ability.

This finding was not a quirk of trying to measure subjective sense of humor. The researchers repeated the experiment, only this time with tests of logical reasoning and grammar. These disciplines have defined answers, and in each case they found the same pattern: those people who performed the worst were also the worst in estimating their own aptitude. In all three studies, those whose performance put them in the lowest quarter massively overestimated their own abilities by rating themselves as above average.

It didn't even help the poor performers to be given a benchmark. In a later study, the most incompetent participants still failed to realize they were bottom of the pack even when given feedback on the performance of others.

Kruger and Dunning's interpretation is that accurately assessing skill level relies on some of the same core abilities as actually performing that skill, so the least competent suffer a double deficit. Not only are they incompetent, but they lack the mental tools to judge their own incompetence.

What is the Dunning-Kruger Effect?

It refers to "being ignorant of one's own ignorance." That is, "the Dunning-Kruger effect [is where] poor performers in many social and intellectual domains seem largely unaware of just how deficient their expertise is. Their deficits leave them with a double burden—not only does their incomplete and misguided knowledge lead them to make mistakes but those exact same deficits also prevent them from recognizing when they are making mistakes and other people choosing more wisely."

SOURCE: "The Dunning-Kruger Effect: On Being Ignorant of One's Own Ignorance," by David Dunning. Published in *Advances in Experimental Psychology* 44 (2011): 247-296.

In a key final test, Kruger and Dunning trained a group of poor performers in logical reasoning tasks. This improved participants' self-assessments, suggesting that ability levels really did influence self-awareness.

Other research has shown that this "unskilled and unaware of it" effect holds in real-life situations, not just in abstract laboratory

tests. For example, hunters who know the least about firearms also have the most inaccurate view of their firearm knowledge, and doctors with the worst patient-interviewing skills are the [least likely to recognize their inadequacies](#).

What has become known as the [Dunning-Kruger effect](#) is an example of what psychologists call metacognition – thinking about thinking. It's also something that should give us all pause for thought. The effect might just explain the apparently baffling self belief of some of your friends and colleagues. But before you start getting too smug, just remember one thing. As unlikely as you might think it is, you too could be walking around blissfully ignorant of your ignorance.

Survey Says We R Rude; How About U?

By [Mark Memmott](#)

SOURCE:

<https://www.npr.org/sections/thetwo-way/2011/02/25/134059054/survey-says-we-r-rude-how-about-u>

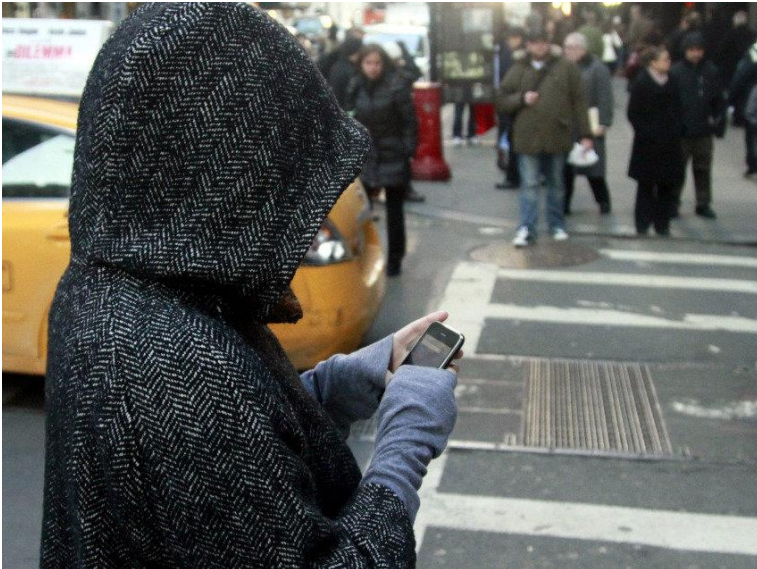
Sometimes, it might be better to put the phone away.

There's at least one thing nearly all Americans can agree on:

We're getting increasingly rude in the ways we use cellphones, laptops, e-readers, tablets and other mobile technology.

At least that's what [a new national survey commissioned by Intel](#) concludes.

Among its findings:



— 91 percent of the 2,000 people surveyed said they have seen someone use a mobile device somewhere they shouldn't, such as when behind the wheel of a car or in a movie theater.

— 75 percent agreed with the premise that "mobile manners" are getting worse. Too many folks taking phone calls and texting when they should be focusing on other things, like talking to the person they're with.

Now, please be honest:

Update at 2:40 p.m. These stories from commenter Jim West... are worth

spotlighting. He wrote:

I'm not making any of this up. At funerals I've seen

- A pallbearer pull out his phone when it rang as he was carrying the casket from the hearse to the grave. And he talked on it the entire way, only hanging up when he laid the casket down.
- A woman pull out her phone during a funeral service and make a call, saying the service was running long and she would be late.
- A woman didn't silence her phone before a funeral and when it went off during the middle of the proceedings it took her a good 30 seconds to find it, and then she answered it and assured her caller that she would call back.

So yeah, people aren't just rude, they're disrespectful.

THE CHRONICLE OF HIGHER EDUCATION

Remedial Civility Training

By Thomas H. Benton May 07, 2007

I am an English professor, but I teach a lot of general-education courses, including a large, required survey of Western civilization.

Every morning, after setting up all the multimedia components I'm going to need, I stand at the door of my 8:30 a.m. classroom in my jacket and tie and say, "Good morning" to each entering student.

Only a few will say "Hi" or "Good morning" in return. About half will give me a somewhat confused nod, not quite making eye contact. The rest will not even look at me; they look at their shoes and keep walking, exuding a vaguely suspicious and hostile air.

I don't believe that I catch most of those students off-guard, or that they are simply too groggy to respond appropriately. I suspect they are afraid to be polite because it will signify some kind of

"IGNORANCE BREEDS ARROGANCE, WHICH IN TURN BREEDS A PROFOUND ABSENCE OF CIVILITY

It is most ironic, and even tragic, that there is probably no other setting besides the classrooms and hallways of academia where this axiom holds so true.

solidarity with authority that will harm their standing in the eyes of their peers. My theory seems to be confirmed by the affability of those same students when I greet them one-on-one in a hallway or on one of the paths between buildings. They may not be effusive in those exchanges, but they are at least civil.

Whatever the explanation, I sometimes feel stung by students' rudeness. I try to make

my classes interesting and relevant, and I care about their learning. I try to conduct myself in a kindly but professional manner. But, more and more, I think the student culture of incivility is a larger impediment to their success than anything they might fail to learn about Western civilization or whatever it is I am teaching.

I often hear a lot of talk about the academic weaknesses of new freshmen. Even at a relatively elite college, it's not uncommon to find 18-year-olds who have problems with reading -- so much so that almost no incentive can persuade some students to spend an hour with Shakespeare, Kant, or Gibbon.

Writing is an even bigger problem for many students. Most have never produced anything longer than a few pages. A serious research paper -- involving sources, citation, and maybe eight pages of thoughtful analysis -- has become almost entirely unknown before college. The fundamental skills that used to qualify students for admission have been eroded to the point that nothing can be assumed anymore.

But those deficiencies don't bother me all that much. I am here to help them become better readers and writers, as well as to learn the particular content of my courses. Even more than that, I want to cultivate in them a sense of pleasure in learning that will enrich their lives.

Of course, I think it is a serious problem that many public schools -- and private ones -- have just about given up teaching many of the academic skills that were once considered basic for every high-school graduate, not just the ones going to college. But what really troubles me is that schools -- no doubt, mirroring the broader culture -- have given up cultivating the ordinary courtesies that enable people to get along without friction and violence.

Instead, I see among my students a dispiriting amount of cynicism about teachers and contempt for learning except as a hurdle over which one must jump on the road to some lucrative career. Some students imagine they will advance on the basis of having a degree, even if their words and manners indicate that they are unsuitable for any kind of job that involves dealing with people. They seem completely unaware that knowing how to behave will have a serious impact on their future prospects.

This is not about the simple rules governing which fork one should use but about norms of behavior about which nearly everyone used to agree and which seem to have vanished from student culture.

There are the students who refuse to address us appropriately; who make border-line insulting remarks in class when called upon (enough to irritate but not enough to require immediate action); who arrive late and slam the door behind them; who yawn continually and never cover their mouths; who neglect to bring books, paper, or even something with which to write; who send demanding e-mail messages without a respectful salutation; who make appointments and never show up (after you just drove 20 miles and put your kids in daycare to make the meeting).

I don't understand students who are so self-absorbed that they don't think their professors' opinion of them (and, hence, their grades) will be affected by those kinds of behaviors, or by remarks like, "I'm only taking this class because I am required to." One would think that the dimmest of them would at least be bright enough to pretend to be a good student.

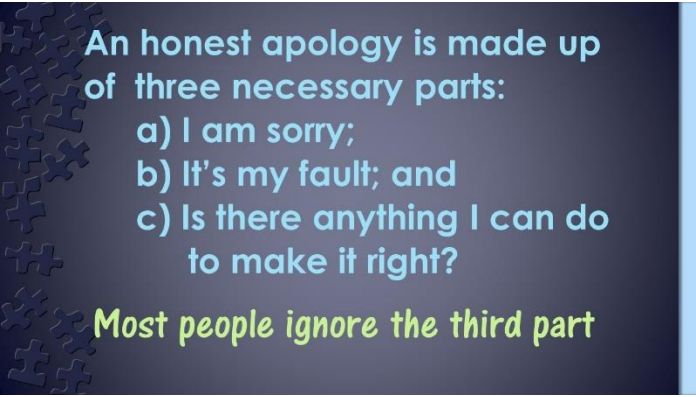
But my larger concern here is not just that students behave disrespectfully toward their professors. It is that they are increasingly disrespectful to one another, to the point that a serious student has more trouble coping with the behavior of his or her fellow students than learning the material.

In classrooms where the professor is not secure in his or her authority, all around the serious students are others treating the place like a cafeteria: eating and crinkling wrappers (and even belching audibly, convinced that is funny). Some students put their feet up on the chairs and desks, as if they were lounging in a dorm room, even as muddy slush dislodges from their boots. Others come to class dressed in a slovenly or indiscreet manner. They wear hats to conceal that they have not washed that day. In larger lectures, you might see students playing video games or checking e-mail on their laptop computers, or sending messages on cell phones.

[...]

In the last few years, I have become convinced that professors -- particularly the ones with tenure -- need to find ways to give remedial attention to student behavior, just as they have long done for students who cannot read or write well enough to succeed at college.

We must stop pretending that we are not seeing what is in front of us every day. We must stop shrugging our shoulders at minor discourtesies before they metastasize into a culture of vulgarity, violence, and general mayhem. In the process, maybe we can win back the trust of serious students and provide a safe learning environment where they can express their enthusiasm for learning without making themselves targets for abuse.



An honest apology is made up of three necessary parts:

- a) I am sorry;**
- b) It's my fault; and**
- c) Is there anything I can do to make it right?**

Most people ignore the third part