Reading the College Syllabus: What every freshman should know

Students Assessing Teaching and Learning
WHAT DID WE COVER IN CLASS LAST WEEK?
IT’S IN THE SYLLABUS.

WHAT’S YOUR LATE HOMEWORK POLICY?
IT’S IN THE SYLLABUS.

WHEN ARE YOUR OFFICE HOURS?
IT’S IN THE SYLLABUS.

HOW WILL MY GRADE BE COMPUTED?
IT’S IN THE SYLLABUS

IT’S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
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Presentation Outcomes

By the end of the presentation you will be able to:

1. Demonstrate understanding of relevance of the syllabus

2. Utilize the course syllabus as a class tool
The purpose of a syllabus is to ensure understanding between the instructor and students of the policies related to the course.
Activity

Rules!

- Five students per group
- Each group will share a course syllabus
- Each student can be the speaker once, until whole group has contributed
Identify 5 components of the Syllabus

1)

2)

3)

4)

5)

Repeat after me: It's in the syllabus.

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Name the Acronyms:

- Academic Office Annex
- Natural Sciences
- Social Sciences, Humanities, & Art
- School of Engineering
Translate these acronyms:

- DC
- T-R
- MWP
- TAPS
- CAPS
- KL
What do these building acronyms stand for?
Scenario 1:
You have questions about the upcoming homework assignment for your writing class, what will you do?

- Keep Calm and Read the Syllabus
- Keep Calm and Ask a Peer
- Keep Calm I'm a Teaching Assistant
Scenario 2

“Since ‘homework’ represents only a small percentage of my grade, I won’t need to do the homework for this class.” -T. G.
You’re concerned about a hearing problem which you could address early in the semester before this becomes a complication. What will you do?
Review: Learning Outcomes

- Which statement is an outcome?

1) Apply the writing process

2) Introduce the writing process
Review: Learning Outcomes

- Which statement is an outcome?

  1) Provide a foundation in the descriptive chemistry of the element families

  2) Demonstrate a basic knowledge of the descriptive chemistry of the element families
“What we learn to do, we learn by doing it.”

Thomas Jefferson
Learning Boot Camp
Describe

- Describe the grapefruit in terms of color, shape, smell, etc.
HMMM...

• What do you do with a grapefruit?
OTHER USES?

• What other use could you give to the grapefruit?

FEEL FREE TO GET CREATIVE!

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Grapefruit Individuality

- What’s the difference between your grapefruit and your classmates’?
Study that fruit!

• Put the grapefruits together....
Are you still able to identify your grapefruit?
Bloom's Taxonomy

- **Remembering**
  - Recall, Define, ID

- **Understanding**
  - Describe, Understand

- **Applying**
  - Experiment, Illustrate

- **Analyzing**
  - Compare, Classify, Infer

- **Evaluating**
  - Assess, Critique, Verify

- **Creating**
  - Build, Hypothesize, Predict
Thank you!

Please fill out our feedback form
Wait, There’s More!

Come back for our next workshop at 12pm about...

Providing Constructive Feedback
Abstract

Reading the College Syllabus, Cracking the Code

- This workshop will explore the course syllabus and address the relevance of each of its components, through small group work, review of sample syllabi, and a “syllabus discovery” activity. Information like how to identify instructor’s contact information, class outcomes, course material, legal statements, grading policy, classroom etiquette and schedule of assignments will be reviewed. We will also compare skills practice in high school and college.