

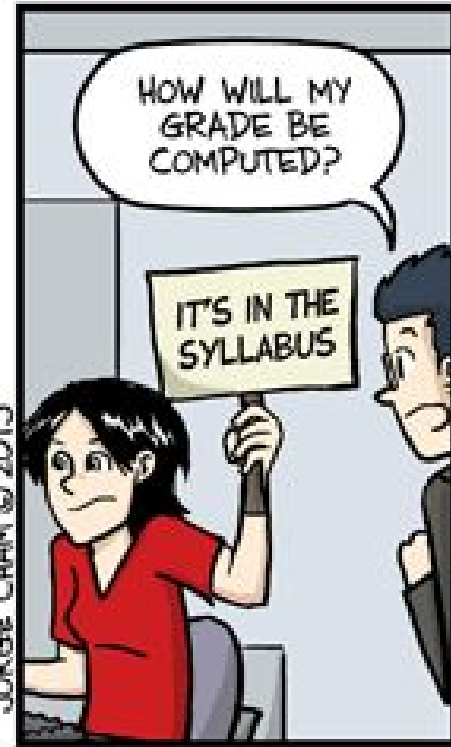
Reading the College Syllabus:

WHAT EVERY FRESHMAN SHOULD KNOW

Students Assessing Teaching and Learning



CENTER FOR
RESEARCH ON
TEACHING
EXCELLENCE
AT UC MERCED



JORGE CHAM © 2013

IT'S IN THE SYLLABUS

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

WWW.PHDCOMICS.COM

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

TRUE OR FALSE?

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.

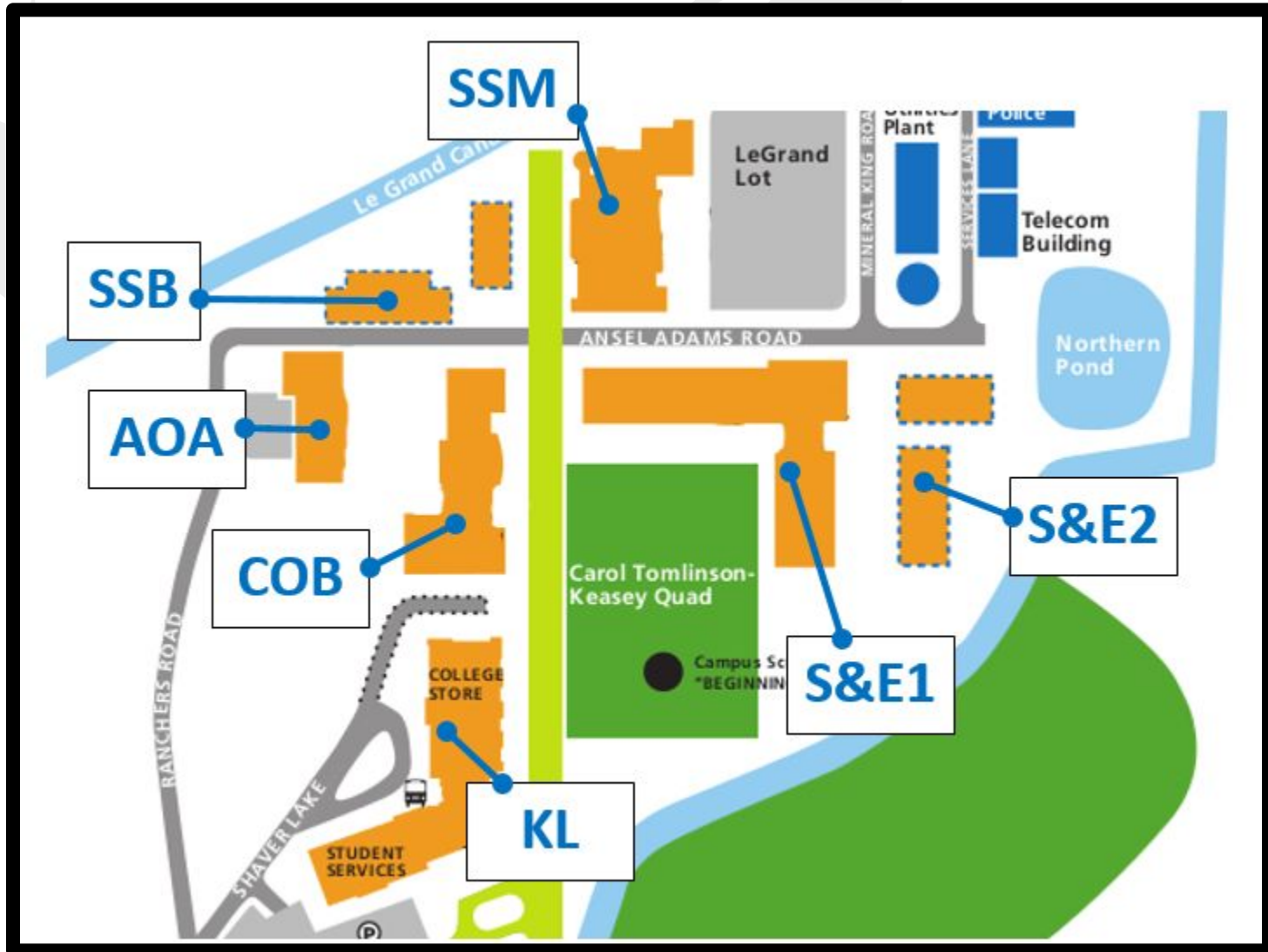
NAME THE ACRONYMS:

- 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.



SCENARIO 3

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...

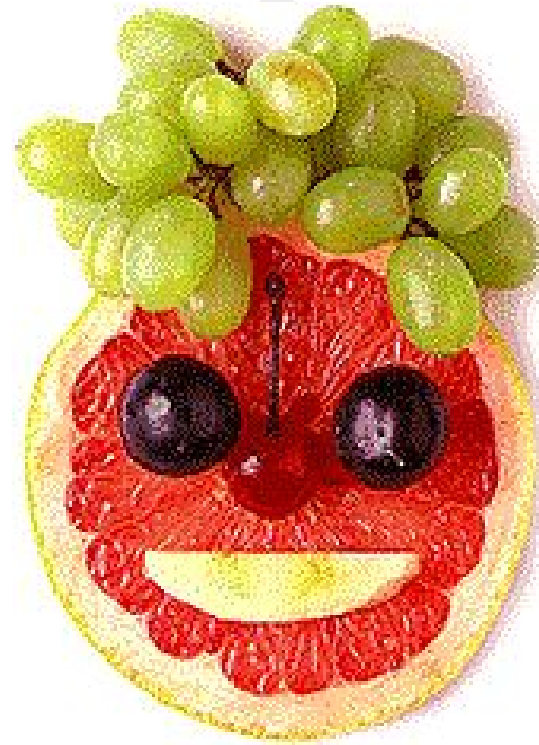
- What do you do with a grapefruit?



OTHER USES?

- What other use could you give to the grapefruit?

**FEEL
FREE TO
GET
CREATIVE!**



GRAPEFRUIT INDIVIDUALITY

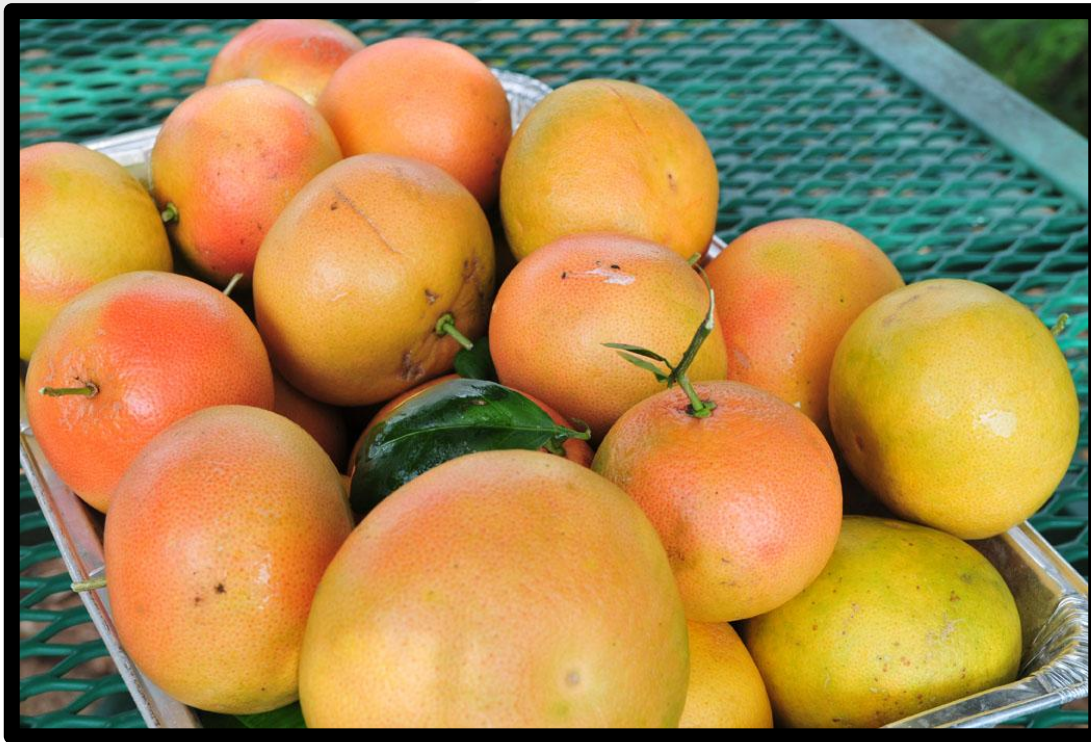
- What's the difference between your grapefruit and your classmates'?



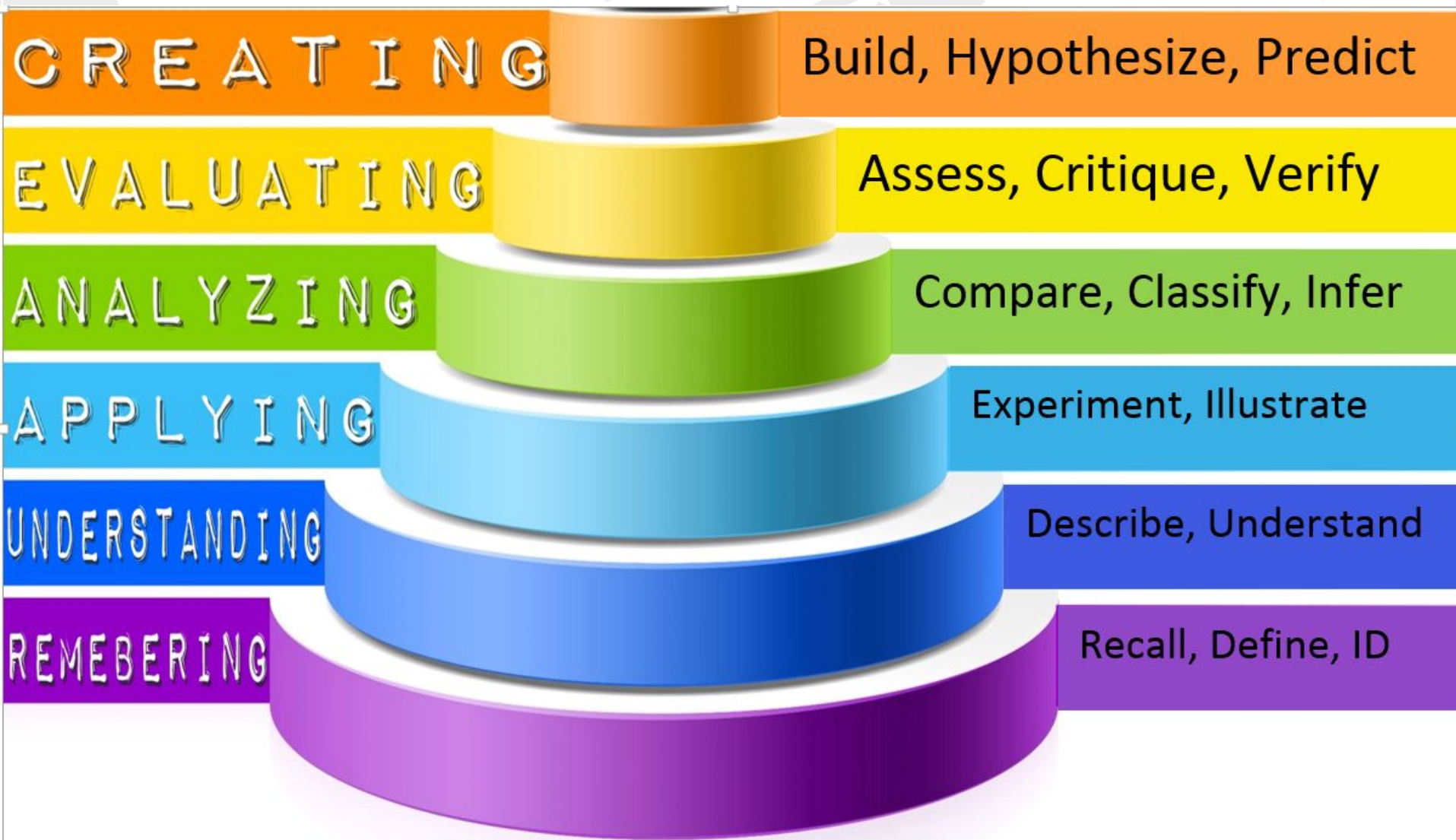
STUDY THAT FRUIT!

- Put the grapefruits together....

Are you still able to identify your grapefruit?



BLOOM'S TAXONOMY



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.