

## First Day/Week of Classes

Fall 2016

During Opening Week 2016 the Art and Humanities Division met and gave some of their tips/activities for the first week of classes (notes by Lauri Spivey).

Wendy Swyt, English	Teach students professional email format and have them write one to the class (content about who they are and getting into class content).( Professional Email - Monica Lemoine).
Deb Moore, library	For online courses, make sure they post photo of themselves and write about themselves and respond to each other.
Monica Lemoine, English	Divide students into groups and have them do information scavenger hunt (Get to Know Your College) about key resources on campus – see Monica for details, instruction examples.
Matt Schwisow, English	For tech writing, he puts students into teams according to similarities that he knows about them (major, career path) – they talk for 5-10 minutes about similarities/connections and establish a team name.
Rob Droessler, Art and Design	Has students introduce themselves and talk about why they are taking the course. Uses first day to establish collaborative environment of ceramics (they will be helping each other).
Cisco Orozco, Music	To establish the relationship between music, culture, and identity, students share a piece of music (with their phones) that is meaningful to them and they explain why.
Sydney Stegall, Humanities/Film	Has students explain why they are taking the class.
Kim Trinh, English	Requires all students to visit her during office hours in the first week.
Tianyi Tang, English	Has students introduce themselves online by explaining something they are passionate about and has them respond to each other.
Maria Burgess, Spanish	Uses a sneaky grammar lesson by having them introduce themselves in Spanish and then go around asking names (gets them to use the pronouns and verb conjugations).
Hara Brooks, Library	Uses a reading apprenticeship technique, Golden Lines – students need to choose a sentence or two from the reading and write about why it is meaningful to them.
Victor Evans, communications	Students write on a piece of paper something about themselves that no one else would guess and then they have to guess who it is – see Victor for the guidelines that he provides on this.
Jacque Clinton, Honors	Divides people into “Transfer teams” that will continue through the quarter for mutual support – they share their goals for HC and beyond.

Ben Thomas, Music	He has them watch short videos by Steven Chew on student success and student misunderstanding about learning – they write 5 short papers on the videos and discuss in class – see Stephen Chew Assignment (see p. 5 of this document).
Glen Avantaggio, Philosophy	Has students take an end of week “readiness” quiz/checklist –FirstWeekChecklist (see p. 4 of this document).
Susan Rich, English / Film	Starts off activity by modeling three things about herself and invites connection to one of her three things – each student shares – by end of class students have built similarities.
Laura Soracco, English	Divide the board into four sections and has students discuss and post notes on characteristics/example of 1) best teachers 2) worst teachers 3) best students 4) worst students. She uses this to discuss the expectations that they have made explicit as a group.
Roman Wright, ASL	Shows sign language for nouns in room on the first day as students sit in typical rows – he deliberately signs, knowing that students at the back of the rows might not be able to see and are feeling nervous about “getting it” – then he shifts the class into the circle where they will sit for the quarter in “full frontal contact” (clothed) for the rest of the quarter – students breath sigh of relief – in rows, Roman asks, how can they get to know each other if they can’t see each other?
Liz Word, Communications	<p>Has them fill out notecard with name and pronunciation.</p> <p>Also on card, they answer three questions:  Why are you taking this class?  What is your biggest fear about this class?  What do you want your instructor to know about you?</p> <p>They share with a neighbor in the class – Liz collects these cards and uses them through random pulls to ask questions in class.</p>
Laura Manning, Communications	Focuses on pronouncing names correctly – has students read article (link) by Jennifer Gonzalez about importance of names by Jennifer Gonzalez. Gets students to practice saying each other’s names. Has students take turns taking roll throughout the quarter. Every day has one student kick off class by sharing a short music video and talking about why it is important to them.
Allison Green, English	Asks students to write down why they are in the class – she tells them that she is paid of course but if it were just for the pay, she would be a terrible teacher. She shares why (beyond the pay) she teaches the class – she then asks them to write down why they are in the class (beyond needing English 101) – they go around the room and hear wonderful motivations (“I’m here for my son” ...). She tells them to put these cards on their wall and in the middle of the quarter when they feel like dropping, they should read their motivation to remind themselves.
Tarisa Matsumoto-Maxfield, English	Puts them in groups and has each group plan a party for some group (they pull the choice from a box): aliens, dogs, five year olds. They have to make an ad for it and come up with ideas for entertainment, etc and present to the class.
Karen Fernandez, Library	For online classes, has them write a six word description of themselves.

Diana Boyd, Art and Design	Gives questionnaire: are they in a program, what skills do they have and need, what are they going to do for a career. They talk about themselves with each other more easily because they start with notes – and keep these notes for advising.
Shon Meckfessel, English	Students list three interesting things about themselves – they listen and later have to find something in common with others.
Avery Viehmann, English	Corners activity – labels corners with “only child”, “Oldest” “Youngest” and has students stand in corners with like students. Then corners are labeled with new characteristics and students move to corners again and discuss similarities as they move into different groups.
Jennifer Heckler, English	Has them do a behavioral inventory about verbal/nonverbal behaviors and others – they read about behaviors and how they affect one and others. Also does scavenger hunt.
Gayatri Sirohi, English	Has students write down five good student habits they think are good success markers – then get in larger group and if ½ of the group doesn’t do that habit, they need to cross it out. Makes them think about realistic strategies for success
Lisa Bernhagen, English	Collects cards with their phone and email so she can call/email if they don’t show. Structures her classes and makes them think about one “take away” from each class, so that even if students just come to one class (and drop) they learned something – maybe how to use a colon or semicolon. Talks about implicit/explicit displays of power in different cultures – talks about how this is why students can call her Lisa because in US culture it is implicitly understood that she is the instructor (in power) – uses example of her calling president of college “Jack”.
Arline Garcia, Spanish	Canvas: post a picture and tell why they are taking the course and what they want to share. Face to Face: like Glen, use the end of the first week checklist. Has students fill out schedule of when they will do work. Brings up the schedule (that she can only see right now) and has students create connections with what they want to take next quarter.
Tommy Kim, English	For Online courses, students post discussions of their favorite film and why – he encourages them to post this as audio or video so they can see each other. Also, like others, he wants them to change their profile pictures to them or something meaningful to them.
Miranda Gardner, English / Honors	30 second elevator speech – everything important about yourself.

## Glen Avantaggio (Philosophy)

Has students take an end of week “readiness” quiz/checklist –[FirstWeekChecklist](#).

### Checklist for First Week –

Give yourself a check if the answer is YES.

- \_\_\_\_\_ You attended all four class days last week. *If you missed a day or two, BUT you emailed me or called me ahead of time to let me know that you were going to miss and why, you can still give yourself a check. If you did not contact me, NO CHECK.*
- \_\_\_\_\_ You turned in the PEF on time.
- \_\_\_\_\_ You submitted Forum 1 on time for credit (by midnight on Thursday).
- \_\_\_\_\_ You submitted two replies to Forum 1 for credit (by midnight on Friday)
- \_\_\_\_\_ You earned points for taking the syllabus quiz.
- \_\_\_\_\_ You earned points for submitting the lab activity (how to quote from a source)
- \_\_\_\_\_ You learned one thing last week that you will apply to your writing.
- \_\_\_\_\_ Last week, you double checked the weekplan to make sure that you were following the homework schedule.
- \_\_\_\_\_ You came to class on time today (by 11:00 am)
- \_\_\_\_\_ You have the answers to the four questions today and are prepared to take the quiz.

Add up the number of checks = \_\_\_\_\_

See below for guidance on how you should assess this number:

0-4 I’m very concerned. Come see me asap. We need to come up with a better plan if you want to successfully complete this quarter with a passing grade.

5-6 Now is the time to get your plan together. Every day matters

7-8 You are working hard – are you ready to take it to the next level.

9-10 This is where I would like to see every student. If you are not here, tell me what I can do to help you get here.

## Ben Thomas (Music)

He has them watch short videos by Steven Chew on student success and student misunderstanding about learning – they write 5 short papers on the videos and discuss in class – see [Stephen Chew Assignment](#)

### Stephen Chew Assignment

Dr. Stephen Chew teaches psychology at Samford University. He produced five videos to help students study more effectively and posted them on the Internet. Part of this class will involve learning how to study material as efficiently as possible, so I feel these videos are an excellent use of time.

Please watch the following five videos. Each is short, but filled with useful information. The total time to watch all five videos is under forty minutes. You can also find these videos by searching Youtube for "Stephen Chew How to Get the Most Out of Studying"

Turn off your music, close all other windows (browsers, email, music, etc.) You will want to focus. Also, I would watch each video separately. Don't try to absorb all of the information in one sitting.

As you watch each video, please keep notes (I recommend paper and pencil rather than electronic methods.)

When you are done, write a brief summary (at least a couple of solid paragraphs in length) for each of the videos. After your summary, please answer the following two questions for each video:

- 1) Which idea did you find most challenging and why?
- 2) Which idea will you try to implement in the next month as you start the quarter?

Each video should have its own summary and answers to the above two questions.

Break your assignment into five well-labeled sections (one for each video).

At the end, you should have five ideas (one from each video) that help you work through the material for this class.

For the most part, you will be graded on whether or not you answer the above questions and how well you engage with the material. In addition, you will be graded on how well you convey your thoughts.

Please proofread and edit carefully. I cannot read your mind, so throughout this course your writing must convince me that you understand concepts.

- Check for spelling.

- Make sure your punctuation makes sense.

- Avoid run-on sentences and comma splices. If your sentence can be broken into two sentences that each makes sense on its own, a period is probably a better choice than a comma.

- Use paragraphs. Separate your ideas in a way that help guide the reader. The Giant-Wall-of-Text is very difficult to read.

- #1) <https://youtu.be/RH95h36NChI> #2) <https://youtu.be/9O7y7XEC66M> #3) <https://youtu.be/1xeHh5DnClw>  
 #4) <https://youtu.be/E9GrOxhYZdQ> #5) <https://youtu.be/-QVRiMkdRsU>