

TOPIC  
①

John + Robin: Syllabus Construction

\* history > purpose of syll.   
 ① contract  
 ② learning tool  
 ③ sets tone +  
 lets sts. know who you are!  
 w/ SLOs

\* Visual look of your syllabus -  
 - images, cartoons, fonts, sections

\* "learner-centered" syll. vs.

"teacher-centered" syllabus:

- inclusiveness + collaboration + community "feel" should show in language

- some st. control

(draft + then finalize after 1st week st. input)

↳ or leave section blank, sts. generate "rules" around behaviors that disrupt learning + fill it in.

- research evidence shows sts. respond better to "learner-centered" syllabi.

- sts. need to be ~~is~~ encouraged to come to office hours!

- explicitly linking SLOs to assignments listed on the syllabus.

info about yourself:  
 what's your weekly schedule like?  
 what do you look like? (DE)

sts. building policies empowers them.

## \* General Syllabus tips:

(2)

**\* For ESL classes:**

- shorter syllabi?
- use syll. as ~~tool~~ tool for academic language learning to annotate vocab. words.

- warm + friendly lang. → positive environment
- rationale for assignments helps them see why they have to do certain things.
- images (if you want!)
- length: longer is better! sts. want details, lots of info, long = 15 pgs.
- sts.' perception of teacher correlates w/ length of syll.

\* look @ John Ruys' PSYC 1 DE syllabus as example.

- mention campus resources
- "How to Succeed in this Class" & "Common Pitfalls" sections.

- make syll. avail. before first day → especially for DE courses.

Syllabus Quiz

Goal: these are the things you need to know to be successful.

"A student comes to you + needs..."

\* Recommended to give syllabus quiz: (actually better to do 2!) tells sts. it's imp. to know syll. info + helps them get used to looking for own answers → ask Qs as if st. is the instructor... ✓+

TOPIC

1

Discussion:

- Syll. construction in diff. academic fields...
- Clarity in syll. lang. + construction is most important
- communicating policy in a compassionate + clear way, less punitive and authoritative.
- modeling behavior + precedent w/ policies; follow-through, compassion, etc. as teachers.
- Maybe have a TOC > "table of contents" if syll. is really long.
- + / or have a FAQ page on Canvas or in syllabus → make it a 1st wk. activity that sts. generate
- spend whole 1st wk. on syllabus and ice-breakers.

\* Table discussions on participants' syllabi.

# 2 Classroom Management

5 "problems" → work w/ group members on Solutions.

- A. Blatant Bad Behavior
- B. Lack of Class Participation
- C. Technology in Classroom
- D. Side Conversations / Explaining or Chatting in Native Language
- E. Unprepared + Disengaged Students.

"infinite # of points!"

Cellphones!

- allow if/when not distracting class/others
- have sts. use them for class topics
- "put phones away" but <sup>m</sup> don't have a no-cell-phone policy.

\* bring st. "deck of cards" for randomly calling on sts.