

FYOS (93121): Inside a Professor's Mind

Mondays 1:25-2:15, Miller Learning Center room 368

Your Instructors:

Email either of us through eLC if you have questions or want to schedule a time for an office visit. We're happy to hear from you! Personal email and phone numbers are for emergencies only, please!



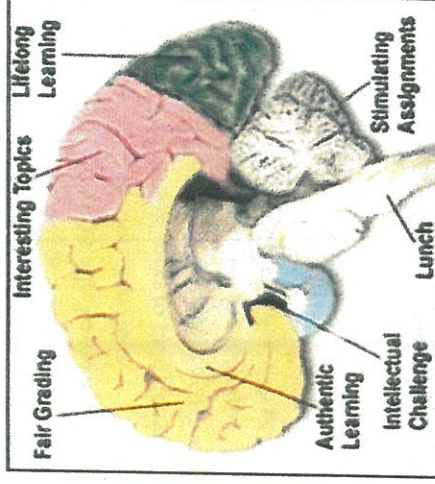
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What better way to understand a professor than to become one!



Course Description

In this class you'll design your own First Year Odyssey seminar on a topic that fascinates you, and devise ways to teach it that will be so engaging your students will forget all about their cell phones. You'll create a complete syllabus, including course goals, a weekly schedule, course readings/viewings, assignments, and policies, plus you'll teach your class colleagues one sample learning activity.



Over the course of the semester you'll research your topic, while each week we explore what makes courses and teachers compelling and why. You'll get to know what it feels like to be on the 'other end' of the classroom!

Course Philosophy

This course takes the idea of 'students becoming professors' as literally as possible. Even though you won't be actually teaching your course (yet!) you will be treated as teaching colleagues by Nancy, Nadine and the other teachers we'll be meeting. Every one of us brings years of classroom experience to this seminar, whether as students, teachers, or both, so we all have a lot to learn from each other.

Inside this Syllabus:

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Course Goals: What we all are working toward this semester.....

Learning Goals:

- ◆ Explore how people learn, and how teachers can help them do so.
- ◆ Investigate how both teachers and students experience classroom learning.
- ◆ Reflect on what we can do to be more engaged and effective learners and teachers.
- ◆ Develop an understanding of 'deep' vs 'surface' learning and how to support deep learning in the classroom
- ◆ Find and identify reliable sources of information appropriate for various audiences.

Teaching Goals:

- ◆ Use a variety of active-learning strategies to promote engaged, authentic learning.
- ◆ Encourage a comfortable, collegial atmosphere where everyone feels welcome to participate.
- ◆ Be fair and clear about what is expected in assignments and in class.
- ◆ Talk less; listen more.
- ◆ Seek opportunities to learn from students about learning, teaching and their seminar topics.

Course Practices & Policies

Collegiality/Respect

Every person and idea in class deserves our undivided attention, so:

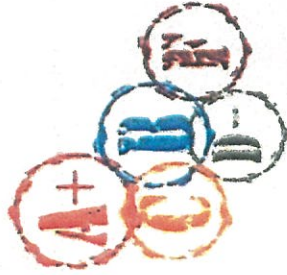
Computer policy: Laptops, tablets, etc. put away unless we ask you to use them. **Cell phone policy:** Ringers off, cell phones put away. Let us know if you're expecting an emergency call.

Attendance

In a small seminar, every member's presence is important. But since 'life happens', you get one "Get out of Class Free" pass to use once, no questions asked. Please email us before the missed session, or as soon after you miss it as possible.

Due Dates

Late assignments won't earn any points, so keep an eye on the calendar! You will get one break from this rule: however, one "Turn It In Next Week" pass to delay any assignment (except your final project & presentation) for one week with no loss of points.



Grading: Many of your assignments are 'drafts' of various parts of your Final Course Design. The drafts will not be graded; instead, you'll receive full points for all complete, thoughtful work, and we will return them with extensive comments. Only your Professor Interview and Final Course Design will be traditionally scored. We'll give you detailed instructions for completing each assignment and rubrics where appropriate. All work will be turned in via our course eLC.

Due	Assignment	Points
8/25	Description of 2-3 potential topics	20
9/8	Final choice of seminar topic & rationale	15
9/15	Concept map	50
9/22	Questions on two colleagues' concept maps	20
10/6	Draft learning goals	15
10/20	Draft weekly schedule	40
10/27	Draft classroom learning activity	40
11/10	Professor Interview Paper	90
9/22-11/3 (weekly)	Two good annotated resources/per week (5 points for each resource)	60
	ATTENDANCE & PARTICIPATION (10 points/class session)	150
	FINAL COURSE DESIGN (see handouts for instructions and rubric)	300
	A =800-720 B=719-640 C=639-560 D=559-480 F=479 and below TOTAL: 800	

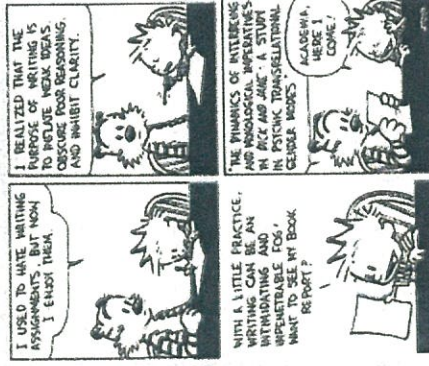
Tentative Weekly Schedule: As the semester unfolds we may revise this schedule of topics and assignments to accommodate new ideas or to better support your course design project.

Date	Topic	Assignment Due
8/18	Welcomes & Introductions	
8/25	Teaching for Real Learning Attend Ken Bain talk, 6:30-8.	Description of 2 - 3 potential seminar topics (see handout)
9/1	Labor Day Holiday	Enjoy your mini break!
9/8	Concept Mapping Your Seminar Topic	Final choice of seminar topic and written rationale
9/15	Finding Credible Resources for You & Your Students	Concept map of your seminar topic
9/22	Working Session 1	2 'deep questions' for EACH concept map you reviewed (4 questions in total); 2 annotated, authoritative sources for you
9/29	Identifying Learning Goals Guest Professor: Paul Quick	2 annotated, authoritative sources for you
10/6	Know Your Students—Diversity of Many Types	Draft Learning Goals; 2 annotated authoritative sources for you OR 2 annotated reliable sources for your students
10/13	Active Learning	2 annotated authoritative sources for you OR 2 annotated reliable sources for your students
10/20	Motivating people to learn	Draft weekly schedule of topics; 2 annotated authoritative sources for you OR 2 annotated reliable sources for your students
10/27	Working Session 2	Draft classroom learning activity; 2 annotated authoritative sources for you OR 2 annotated reliable sources for your students
11/3	Course Policies that Encourage Real Learning. Guest Professor: Gretchen Thomas	No assignment due. This week you will continue to search for sources and conduct your professor interview
11/10	Inside a Professor's Mind	Professor Interview Paper
11/17	Teach Us!	No assignments due
11/24	Thanksgiving Vacation!	BREAK TIME!
12/1 & 12/8	Teach Us!	No Assignment Due
12/17	Final (no class meeting)	Final Course Design due by NOON on Dec. 17

Helping you to...



...do your best!



UGA Writing Center
<http://writingcenter.english.uga.edu/>

No doubt about it, writing well is hard, but writing badly isn't any easier. You'll be writing for the rest of your life, so now is the time to develop a clean, clear writing style that effectively expresses your ideas. Your professors, bosses and co-workers will thank you for it. Your life will be better. English Comp class will get you started, but the Writing Center can keep you on track. While the Writing Center tutors won't proofread or correct your work, they will explain the strengths and weaknesses of your writing and how to improve it.

If you have a documented disability, we're more than happy to provide appropriate modifications or accommodations to give you an equal opportunity to succeed in this course. Please provide us with your paperwork from the Disability Resource Center as soon as possible so we can arrange accommodations. If you believe you have a disability that may interfere with your participation or learning in this class, but have not yet contacted the DRC, you can do so at (706) 542-8719; you must register with the DRC to be entitled to services. For more information on the University's commitment to serve students with disabilities, visit the DRC website:

<http://drc.uga.edu/>



UGA Academic Honesty Policy

"As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty", and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor."