



# Instructor Introduction



## Instructor Introduction

Share a bit about yourself

- Qualifications (so students have faith in your ability to teach content, your knowledge)
- Your beliefs and strategies about teaching/learning (so students know what to expect in terms of how you teach, how class will unfold, how you will evaluate them, etc)
- Formal/informal nature (so students can gauge how approachable you are)
- Contact info (so students know your email, office hours, how to make appointments, etc)



## **Instructor Introduction**

### Avoid


- Indicating you have never taught the course before
- Telling students this is your least favourite course to teach
- Being tired and upset about this class location or hour you are teaching
- Divulging any personal information that will not benefit you



## **Instructor Introduction**

### Qualities to Demonstrate

Organization, clarity, enthusiasm, fairness and empathy for students

- These are key qualities students appreciate in a good instructor that should come through your first class
  - Further down the list of qualities you will find comfort and competence with the subject matter. Show you are organized and are clear with your course.
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Adam Nash

#### Education

- Dip. in Ski Resort Management
- BA in Outdoor Leadership
- MA in Environmental Education & Communication

#### Employment

- Over 10 years instructing, ranging from Post Secondary Education, Adventure Based Learning with At Risk Youth and Ski Instructing

#### Etc

- Moving north with family – wife, 2 kids (and a third on the way!)
- Love spending time outdoors & travelling







Carrie Nolan

### Education

- BA Geography, Lakehead
- Honours Bachelor of Outdoor Recreation, Parks and Tourism, Lakehead
- MSc Experiential Education, Minnesota State
- PhD Education, University of New Hampshire

### Employment

- 15 years in higher education
- Instructor in recreation leadership, outdoor education, essential skills & education
- Program Coordinator and Director

### Etc

- Association of Experiential Education's 'Outstanding Educator of the Year' 2007
- Paddled over 25,000km – of note, cross Canada canoe trip that saw my best friend and I be the first female team to paddle ocean to ocean



# Student Connections





## **Student Connections**

The more students feel connected to each other, the more likely they will come to class and have peers they can work with during class.

Additionally, there is power in learning to learn together and learn from one another – so the sooner you help students encounter one another, the easier it will be to help them learn with and from one another, the better you will achieve your learning outcomes.

So, have a strategy for building connections – ice breakers if you will. For ideas on these, see:





# Course Overview, Activity & Syllabus



## Course Overview

Students come to class to learn something and the first class is an opportune time to get started. This is a great chance to model how you will excite them about learning! Here are some ideas:

1. Slideshow of Images/Text/Audio
2. Practical Examples/Relationship to Career/Courses
3. Tell a Personal Story
4. Concept Map

When I think of giving the course overview, I always think of what the purpose of the course – what's the big idea anyways and how do I get that across?



## Engage in Course Activity

As soon as you have presented an overview of the course, be sure to engage students immediately. This will serve as a model for students to know what to expect in your course and how you will run the class.

Here are some suggestions:

1. Case Study
2. Misconceptions Questions
3. Question and Answer (small group discussion or think, pair, share)
4. Diagnostic Quiz (like at the beginning – get people thinking – not for grades)
5. Worksheet Activity





## Syllabus

- Your syllabus should be a stand alone document that covers:
  - Course expectations
  - Contact details
  - Assignment/test dates and percentages
  - Textbook info
  - Academic policies
- You should highlight the key areas (evaluation, participation, etc) in an engaging manner, such as:
  - Give students a mini scavenger hunt – write questions on key pieces on the board and get small groups to find answers
  - Quiz questions – have students, in small groups, come up with questions and answers (multiple choice perhaps) on the syllabus that you'll then ask in the second class

JUST IN CASE YOU DIDN'T NOTICE...  
**THIS IS THE BEGINNING OF THE CLASS**



## COMPOSITION I

ENGLISH 150

by: ZAC WENDLER

at: 8:00-8:15

in: STARR 220

office:

ASC 3081

office hours:

TU/TH, 9:30-11:00, 4:15-5:00

contact:

ZACHARYWENDLER@FERRIS.EDU

ZACWENDLER@GMAIL.COM

591-8046

AND HERE'S THE PART WHERE HE TELLS YOU WHAT YOU GOTTA DO  
(MAN, LOOK AT THIS SYLLABUS. HE MUST BE SOME KIND OF NERD OR SOMETHING.)

## IN THIS CLASS, YOU WILL

ORGANIZE AND DEVELOP PAPERS FOR DIVERSE AUDIENCES AND PURPOSES; INCLUDING HOW TO DISCOVER AND FOCUS ON A TOPIC, DEVELOP IDEAS, GATHER SUPPORT, AND DRAFT AND REVISE PAPERS EFFECTIVELY.

## WHAT WE'RE GONNA READ:

ON WRITING WELL BY WILLIAM ZINSSER  
LOTS OF STUFF FROM THE INTERNET.

## WHAT WE'RE GONNA WRITE:

ESSAYS ARE WORTH 70% OF YOUR GRADE

A CREATIVE STORY FOR 30%

AN ANALYTICAL ESSAY FOR 20%

A PIECE OF RHETORICAL CRITICISM FOR 30%

YOU HAVE TO HAND THEM ALL IN TO PASS. NO EXCEPTIONS.

LATE WORK BE SHARPLY PENALIZED.

## HOW YOU'LL BE GRADED:

A: 93% & UP ← THIS IS AMAZING  
A-: 90%-93%  
B+: 87%-90%  
B: 83%-87% ← THIS IS QUITE GOOD  
B-: 80%-83%  
C+: 77%-80%  
C: 70%-77% ← THIS IS PASSING  
D: 60%-70%  
F: 59% & BELOW

## WHAT'LL HELP YOUR GRADE BESIDES WRITING:

ROUGH DRAFTS AND WORKSHOPS ARE WORTH 15% OF YOUR GRADE

SHOWING UP AND TALKING IN CLASS IS WORTH 15% OF YOUR GRADE

THIS IS ALSO HOW  
COURSE GRADES ARE  
FIGURED OUT

## HANDING STUFF IN:

YOUR WORK IS ALWAYS DUE AT 10:00 ON A THURSDAY. SUBMIT IT ON BLACKBOARD.

## LATE WORK:

AS ADULTS, GETTING YOUR WORK DONE ON TIME IS AND SHOULD BE A PRIORITY. I UNDERSTAND THAT THINGS HAPPEN, THOUGH. LATE WORK MUST BE SUBMITTED NO LATER THAN TWO WEEKS AFTER THE ORIGINAL DEADLINE, AND WILL BE MARKED DOWN ONE FULL LETTER GRADE.

## FORMATS:

PROJECTS MUST BE BLACKBOARD-COMPATIBLE.  
NO OTHER FORMAT WILL BE GRADED!

## NEED HELP?

AWESOME! THAT'S WHAT OFFICE HOURS ARE FOR. COME AND SEE ME! I WANT ALL OF MY STUDENTS IN THIS CLASS TO DO WELL. IF YOU NEED ACCOMMODATION TO DO YOUR BEST WORK, CONTACT DISABILITY SERVICES IN STARR 315. ACCOMMODATION WILL NEVER RESULT IN A LOWER GRADE.

## SHOWING UP:

ATTENDANCE AND PARTICIPATION ARE 15% OF YOUR COURSE GRADE. MORE IMPORTANTLY, THE FASTEST WAY TO FAIL THIS CLASS IS TO NOT SHOW UP. YOU WILL FAIL THE COURSE IF YOU MISS CLASS 6 TIMES. NO EXCEPTIONS.

## WHAT YOU'LL BE ABLE TO DO:

BY THE END OF THE SEMESTER, YOU'LL BE ABLE TO:

WRITE & REWRITE TARGETED ESSAYS FOR A SPECIFIC AUDIENCE WITH A CLEAR PURPOSE.

ANALYZE INFORMATION AND USE IT TO PERSUADE IN YOUR WRITING.

THINK CRITICALLY ABOUT YOUR OWN WORK, & BE ABLE TO IMPROVE IT AS A RE-

## WHEN DO I HAVE TO HAVE STUFF DONE BY?

ESSAY DUE DATES:

CREATIVE WRITING: OCT. 8

ANALYTICAL ESSAY: NOV. 12

RHETORICAL CRITICISM: DEC. 17

ROUGH DRAFT DATES (BRING A DRAFT OF YOUR ESSAY TO CLASS):

SEPT. 24, OCT. 1 & 20, NOV. 5 & 24, DEC. 10

CONFERENCE DATES (NO REGULAR CLASS):

OCT. 13 & 15, NOV. 17 & 19

## WHEN DO I HAVE TO HAVE STUFF READ FOR

SEPT 8: ZINSSER, CHAPTERS 1 & 3.

SEPT 15: ZINSSER, CHAPTERS 5 & 9.

SEPT 20: ZINSSER, CHAPTERS 2-4.

OCT 6: ZINSSER, CHAPTER 10 & 20.

OCT 20: THE PURDUE OWL, MLA AND APA CITATION STYLE OVERVIEW PAGES.

NOV 3: ZINSSER, CHAPTER 22.

NOV 17: ZINSSER, CHAPTER 23.

## PLAGIARISM:

IF YOU PLAGIARIZE YOUR WORK, YOU'LL RECEIVE NO CREDIT FOR IT. IF I THINK IT SOMEHOW ACCIDENTAL, I MAY ALLOW YOU TO REWORK THE ASSIGNMENT FOR PARTIAL CREDIT. YOU CAN SEE MY POLICY IN FULL ON PAGE 41 OF THE FERRIS STATE UNIVERSITY STUDENT HANDBOOK.



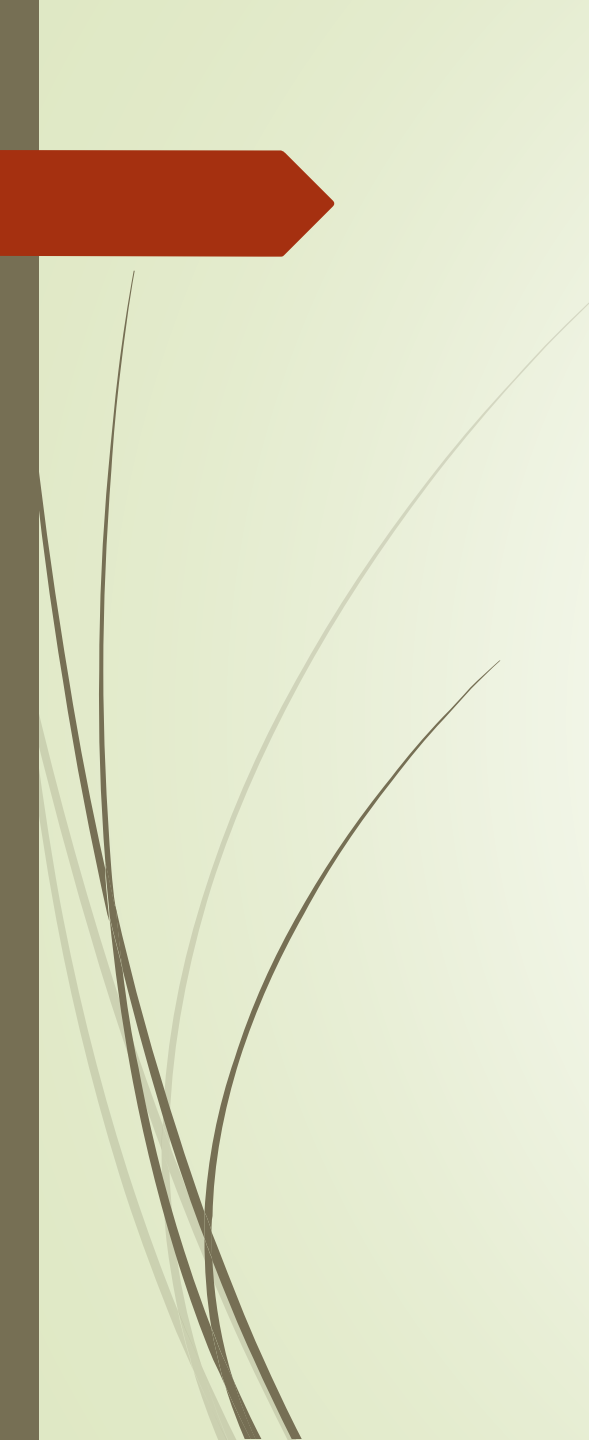
Is it time  
to get out  
of the  
syllabus  
'box'?

<https://chroniclevitae.com/news/1864-your-syllabus-doesn-t-have-to-look-like-a-contract>



# Expectations & Social Contract





The more students can be involved in identifying appropriate expectations the more likely they are to uphold those expectations and hold one another to the expectations as well.

Two ways I have had students shape expectations:

1. Social contract
2. Five finger contract

## Social Contract

I ask students:

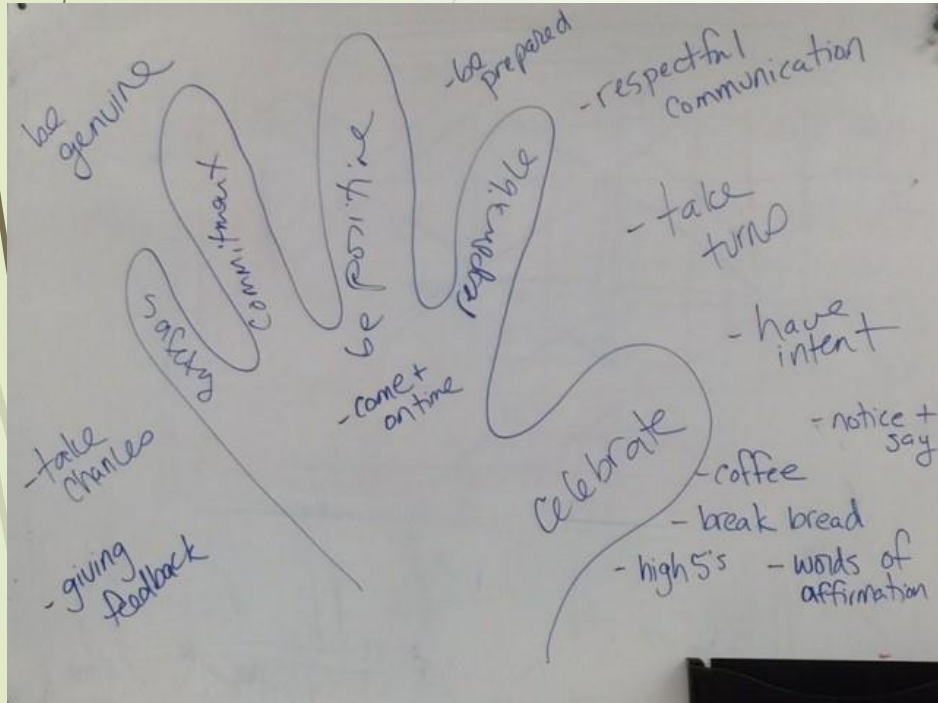
“What will it take to have you telling your roommate, parent, dog, cousin that this course was the best course you’ve ever taken – you learned so much and had a blast doing it?”

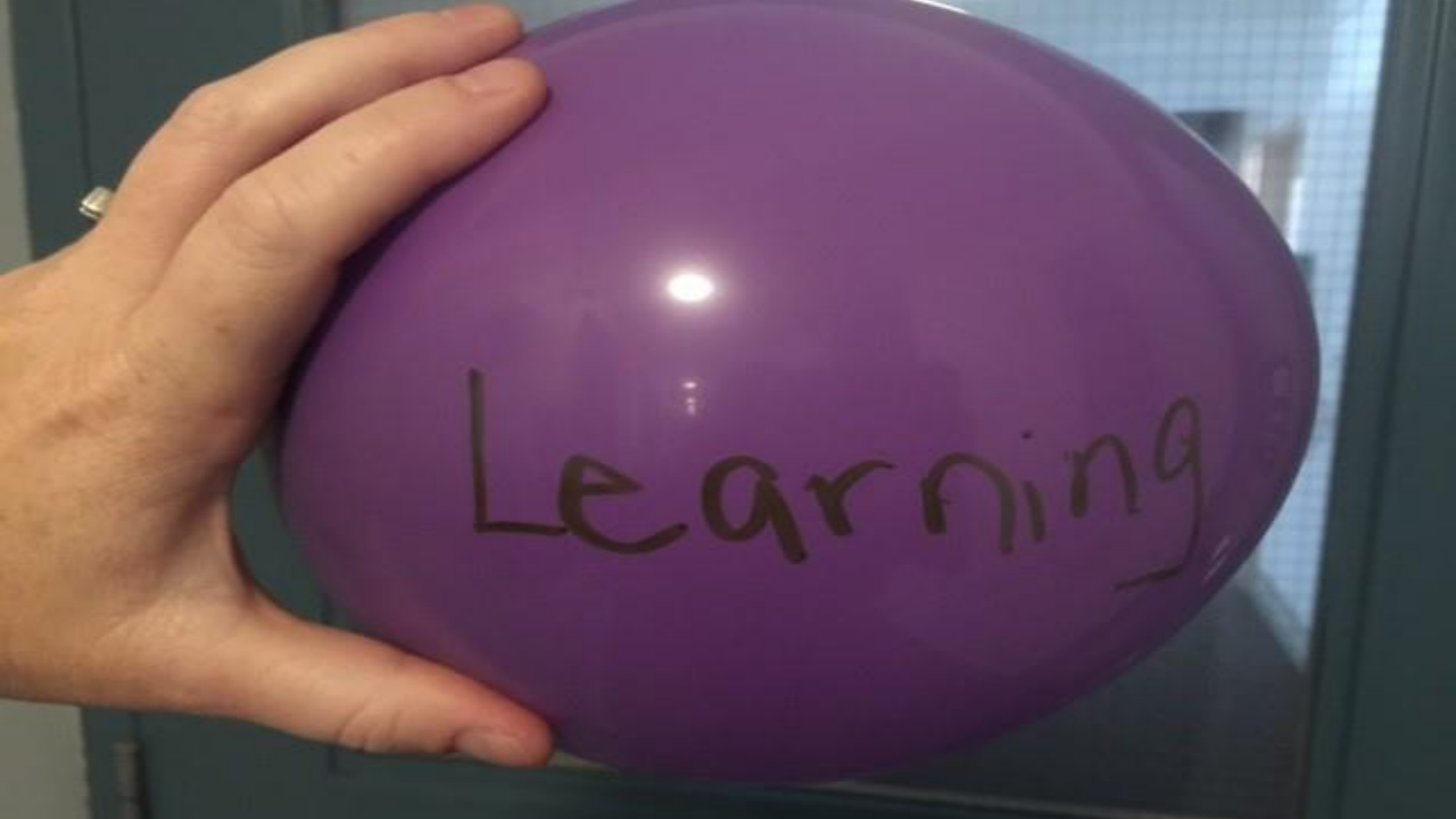
I record answers on a sheet of paper.

Typically, the list starts with answers for me as instructor (such as help students participate, get outside of the box)

I then direct it to ‘what will it take from you to make this the best class?’ and start to draw out answers around being on time, being prepared, being engaged, not on cell phone inappropriately, etc.

To conclude, I have everyone sign the ‘contract’ and make sure it’s visible – whether actually in the class or on D2L



A close-up photograph of a person's hand holding a large, purple, oval-shaped object. The object has a glossy finish and a bright light reflection in the center. The word "Learning" is written across the middle of the oval in a dark, handwritten-style font. The hand is positioned on the left side of the frame, with a silver ring visible on the ring finger. The background is out of focus, showing a window with a grid pattern.

Learning





Encourage

Responsible

respect

Commitment

Safety



# Bridging to the Next Class



Tonite we covered:

1. First minutes of class
2. Instructor introduction
3. Student connections
4. Course overview, activity and syllabus
5. Social contract as a means to classroom management

Tomorrow we will cover:

1. Experiential learning
2. Place based learning
3. Lesson planning





## Bridging

Ensure you have a proper ending to the class, rather than realizing you are out of time or telling students you have nothing else and letting them go early.

Some ideas for the final moments of your first class:

1. **Summary Slide** – provide a re-cap
2. **Glimpse of Next Class** – provide some teasers
3. **Homework/reading** – provide a short activity for students to work on to get them excited and bring back to class.
4. **Ticket-Out-The-Door** – ask students to find a piece of paper and write the answers to these 2 questions on it (with no name): - what is one question you have about this course or course content? What is one thing you learned today that you feel will be helpful for your success in this course?
5. **Learning Log** – have students answer what, so what and now what about the day's learning