



Engage Students in Syllabus Activities

Lori Ogden, PhD, Teaching Assistant Professor, Department of Mathematics, West Virginia University [00:00:02]

So I'm gonna get this out to you, and then we're going to do what's called a syllabus reconnaissance. So I sent an email to all of you last night with the syllabus attached, although I brought some copies today in case you weren't able to print it before coming to class. So I'd like you to take a look at the syllabus, read through it, highlight key points to the syllabus, maybe some items that you'd like to then ask questions about.

Lori Ogden, PhD [00:00:24] They aren't just reading it or I'm not just reading it to them, but they're actually interacting with it.

Lori Ogden, PhD [00:00:29] So this is something that you really are going to be referring to. So it's important that we take the time to really look at it and understand the expectations of the course.

Chad Bauman, PhD, Associate Professor of Religion, Chair of the Dept. of Philosophy, Religion & Classics, Butler University [00:00:38] So we're just going to talk to now together about some of the things that you found that were significant in terms of expectations. OK?

Student [00:00:46] So there's two different options. We can have 20 hours interacting with the Muslim community in Indianapolis and an encounter journal.

Student [00:00:53] We were wondering how our homework and exams will be graded?

Lori Ogden, PhD [00:00:57] OK, so there are three exams and a final exam. The three exams contribute to 20 percent of your grade and then the final exam will also contribute to 20 percent of your grade. I'm going to give you an opportunity to come up with some questions to ask me about myself, about the course. And then I'm also going to ask you some questions.

Chad Bauman, PhD [00:01:19] I think it is very useful to hear from students what they expect of their professor, but it's also useful, I think, to try to solicit that feedback really intentionally through an exercise like a reciprocal interview where you might, you know, intentionally and directly solicit that kind of feedback.

Chad Bauman, PhD [00:01:34] What is that one question, that one big question, that you'd like to be able to answer by the end of this semester?

Student [00:01:41] My big question would probably be what sets Islam apart from other religions?

Chad Bauman, PhD [00:01:46] Good. We will definitely get to that.

Student [00:01:49] How would you define your role in the course?

Chad Bauman, PhD [00:01:52] I see one of my important roles in the classroom as a sort of community Facilitator-in-Chief.

Chad Bauman, PhD [00:01:58] In my mind, it's important to keep students for the entire class period. It's important to demonstrate that this is a course where we're going to take things seriously. We're going to be organized and efficient with our time. And you're expected to show up for the full period every day.

Caroline, Student [00:02:13] If on the first day the professor releases us early, it does kind of send a message that maybe they're not using that time to the fullest, and I'm not getting really what I paid for.



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Jennifer, Student [00:02:24] Coming in the first day and setting the tone in a really positive way, that we're going to learn and we're going to take things seriously, and these are my expectations for you this semester, it gives you that, OK, you know, I need to be prepared every single class. And also the first day makes you feel prepared.

Brittany, Student [00:02:40] Because if you start right away, that focuses you right away.