UK 101 COURSE INTRODUCTION AND IMPORTANCE OF SYLLABUS

I. Materials
Large notecards folded over to use as “name tents”; markers; class roster; copy of *A Long Way Gone* and *K Book* (if you are using *K Book*); icebreaker supplies if needed; copies of course syllabus, Syllabus Information Worksheet, and Student Information form.

II. Goals
A. To encourage students to become acquainted with one another and begin class bonding.
B. To introduce students to UK 101’s student learning outcomes and instructor expectations.
C. To help students understand importance of the syllabus in each their courses.
D. To calm student anxiety and motivate them to participate in UK 101.

III. Introduction and Icebreaker (instructor and peer instructor)
*As students arrive, greet them and ask them to write name on name tent. The name tents help everyone to learn names.*
A. Instructor and peer instructor introduce themselves.
B. Explain that one of the unique things about UK 101 is having an upper-class student as a co-instructor.
C. Peer instructor facilitates a class icebreaker.

IV. Student Information Sheet (peer instructor)
Ask students to write information about themselves on a Student Information Sheet (example in this lesson plan) OR on the inside of their name tents.

V. UK 101 Expectations Exercise (instructor)
A. Divide class into small groups. In each group, students should introduce themselves to one another and choose spokesperson.
B. Then ask students to discuss their expectations of UK 101 and what they hope to gain from the class. Allow two minutes.
C. Ask each spokesperson to share responses of small group.

VI. Importance of Syllabus Exercise (peer instructor)
A. In same small groups, give students 1 minute to brainstorm why the syllabus in each class is so important.
B. Group shares responses and then peer instructor adds anything below that wasn’t mentioned.
C. Why is the syllabus so important?
   1. The syllabus is the roadmap of a course and your guide to succeeding in that class.
   2. It tells you what the professor expects of you regarding attendance, classroom participation, assignments, grades, etc.
   3. If there is information on classroom behavior such as cell phone use, food in class, etc., this should alert you that the behavior may be a pet peeve of the professor, and you should definitely avoid it!
   4. You can use the syllabus to map out your semester regarding quizzes,
exams papers, paper due dates and other major assignments.
5. Contact information and office hours make it easier for you to communicate with your professor.
6. If your syllabus is not available online, it’s a good idea to make an extra copy in case you misplace the original.
7. Place all of your syllabi in a location where you can review them often, at least once a week! This will help you not miss any homework due dates or exam dates.

D. It is your responsibility to read the syllabus and understand the material. If you aren’t sure about something in syllabus, clarify it with your professor. This provides a great opportunity to visit your professor during office hours.

E. Each class syllabus will be different, but all of them should contain standard information including much of what we just covered in your UK 101 syllabus.

VII. Distribute Syllabus and Syllabus Worksheet. (Instructor)
A. Ask students to go back to their seats, divide them into pairs, and ask them to complete the syllabus worksheet.
B. When worksheets completed, ask if any questions. Highlight the following:
   • Importance of attendance
   • Importance of participation and classroom etiquette
   • Class meetings held in other locations (e.g., library)

VIII. Assignment for Next Class (peer instructor)

IX. Announcements (peer instructor) – Usually the announcements are at the beginning of class. For this first class, they are at the end.

*As students exit class, ask if they need directions to any of their classes.*
STUDENT INFORMATION

Name_________________________   Email_______________________________

Campus/Lexington Address_______________________________________________

Cell Phone_____________________   Birthday (month/day)____________________

Major ________________________________________________________________
(If you haven’t declared a major, write “Undergraduate Studies.”)

Are you an out-of-state student? Yes_____   No_____  

If yes, what is your home state? __________________________________________

If no, what is your Kentucky hometown? ___________________________________

Are you a first-generation college student? (Neither of your parents attended college.)
Yes_____   No ________

Do you currently have a brother or sister enrolled at UK? Yes_____   No _____

What about college excites you the most?

What about college concerns you the most?

Why are you taking UK 101?

What do you like to do for fun?

What UK student organizations/clubs/teams—if any—have you already joined?

What types of organizations or activities interest you?
SYLLABUS INFORMATION WORKSHEET

Class name and section number

Professor’s name and email

When and where does the class meet?

When are the professor’s office hours? ________________ Where? _______

Is the Class on Blackboard? Yes  No  Is the Syllabus on Blackboard? Yes  No

List the names of your textbooks for the class: ____________________________

Do you have the texts? Yes  No

______________________________

Yes  No

______________________________

Yes  No

______________________________

Yes  No

Do you need a clicker? Yes  No  Do you need a packet from Johnny Print? Yes  No

Is there an online program for your class that you need to register for? Yes  No

What is the attendance policy?

If you miss a class due to an excused absence, how are you supposed to inform your instructor and make it up?

When is the first assignment due? ________________ What is it? __________

When is the first exam? ____________________________

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SYLLABUS INFORMATION WORKSHEET: CLASS STRUCTURE

How many total points are in the class? ________________________________

What is the breakdown of the grades in terms of points/percentages? ____________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Are points given for attendance/participation?______ If so, how many or what %? ____

What are the course’s student learning outcomes or objectives? ________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

What are the exams going to cover (lectures, readings, slides, etc.)? ________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

How are the exams going to be structured (multiple choice, essay, short answer, mixture)?
______________________________________________________________
______________________________________________________________

Is the professor going to provide study guides or review sessions? ________________