

Course Evaluations

It is that time again! Time to begin to plan when you will be administering course evaluations to your students. Each semester, students are given the opportunity to evaluate their courses. This is generally done in the classroom near the end of the semester. If you teach in a computer lab, your students can complete and submit their evaluations online. Otherwise, you are required to use pen and paper evaluation forms, which can be obtained from SE-201 or your faculty secretary.

- Student anonymity should be preserved.
- You should leave the room while students complete the forms.
- Ask a reliable student to carry the evaluations to the blue drop box near the front door of the Library or to the book drop in the REC.
- If your evaluations haven't been returned by July 1, 2015, remind your department chair.



Adjunct Faculty Academic Calendar

April:

25 Classes End

27 Final Exams Begin

Workshops

(Register at: svsu.edu/workshops)

April:

3 QPR: Question, Persuade, Refer-Suicide Warning Signs
Alumni Lounge
10:00-11:00 a.m. or 1:30-3:00 p.m.

3 Vet-Friendly Classrooms
Curtiss 116
10:00-11:00 a.m.

14 Creating Your Course in Canvas: Modules and Collaboration
Zahnow 111
2:00-4:00 p.m.

17 Adjunct Faculty Awards Banquet
Curtiss Banquet Hall
5:30 p.m.

22 Creating Your Course in Canvas: Gradebook and Communication
Zahnow 111
9:00-11:00 a.m.

Adjunct Faculty Awards Banquet

This year's Awards Banquet is being held on April 17th beginning at 5:30 p.m. in the Curtiss Banquet Hall. You should have already received your invitation in your e-mail box. We would like for you to RSVP on or before April 3rd. This event is a great way to celebrate the wonderful work you have done during this academic year and to also celebrate the end of the semester! If you have any questions, please feel free to contact us at adjunctfaculty@svsu.edu

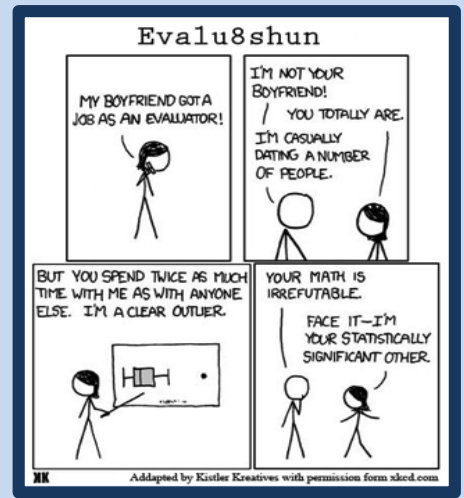
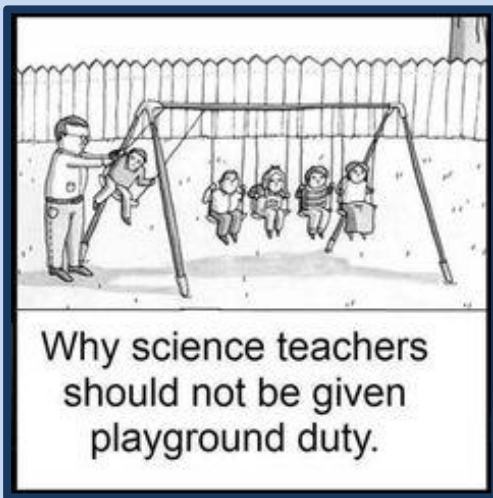
Grading Procedures

All grading is now done online. To access the online grading system, go to the faculty link at my.SVSU.edu, select *Faculty Information* and then *Grading/Attendance*.

SVSU's grading system is as follows: A, A-, B+, B, B-, C+, C, D and F. If a student receives an "F" in your course, you must include the student's last date of attendance (mm/dd/yy) or check the *Never Attended* box. Two other types of grades are the "I" for an incomplete or a P/N. If the final grade is an "I" (Incomplete), you must also submit an Incomplete Contract, which can be downloaded from the Registrar's website under Services/Forms. If you are teaching a P/N class and your student earned a "P" (pass), please enter an "A". If the student earned an "N" (fail), enter an "F." If you enter an "F," you must enter the last date of attendance (mm/dd/yy) or check the *Never Attended* box.

Final Grades for Winter 2015 are due on Wednesday, May 6th at Noon. If you experience any problems or have a question regarding this process please contact the Registrar's Office at 989-964-4085 or registrar@svsu.edu

Humor: A Valuable Teaching Tool



Each of the cartoons above are humorous tools that can be used in the classroom to teach a lesson. Turns out that there are a number of studies which demonstrate that humor in the classroom is an excellent way to engage students. Humor has psychological advantages in creating positive emotional and social environments which lead to increased learning retention. Additionally, humor is reported to increase critical thinking skills, motivation, and advanced problem solving. Humor also enhances the retention of new information and encourages creativity. Additionally, humor helps to reduce classroom tension and helps relieve test anxiety. Finally, humor has physiological consequences in that it causes increased respiration and circulation, lowers pulse and blood pressure rates, oxygenates the blood, causes the release of endorphins, and helps exercise those abs (Garner, 2006, Rieger, 2014)! All good things for our students!

Humor can also be problematic. We live in such a diverse world where using humor that is not P.C. can affect someone's feelings even if there was no malintent. There is a time for humor and a time when it isn't appropriate, so choose wisely. Forced humor isn't funny, so use humor that is natural for you. Make whatever humor you use relevant to the course and the course content.

References

- Garner, R.L. (2006). Humor in Pedagogy: How HAHA Can Turn Into AHAH. *College Teaching* (Vol. 54, No. 1), p. 177-180.
- Rieger, A. (2014, March 13). Energize Your Classroom with Humor. *Faculty Focus*. Accessed from <http://www.facultyfocus.com/articles/effective-teaching-strategies/energize-classroom-humor/>

Better Course Evaluations

As you plan for the fall semester, you might want to consider what steps you can take to have improved course evaluations. It is proposed that faculty who are proactive in the following three areas might have better course evaluations and also better student learning!

1. Understand and accept your students. Your students want you to know who they are, their names and what their world is about. While some are prepared for college and some are not, it is important to know they all want to succeed. Therefore it is advised that you should provide background information about your subject area, discuss the rationale behind your assignments, all in an effort to make your expectations visible and explicit. Students tend to be more motivated when they know the reasons behind your course design.
2. Establish clear criteria for grading. Clearly, students want good grades and they want to know how to get them and how to compute them. They are accustomed to rubrics so use them. Also, make your grading accessible. They aren't good at figuring out weighted grades.
3. Get formative feedback early. Collecting information from students early in the semester helps you know where the students are and how you can help them. Try using test and paper wraps to assess how they prepared their work for you.

These helpful ideas might lead to students who are prepared to succeed in your class and to your success at the end of the semester.

- Source:
- Clement, M. (2012, July30). Three Steps to Better Course Evaluations. *Faculty Focus*. Accessed from: <http://www.facultyfocus.com/articles/faculty-evaluation/three-steps-to-better-course-evaluations/>