

Adjunct Faculty Academic Calendar

June:

- 24 Spring Classes, Final Exams
 End
- 26 Summer Classes Begin
- 28 Spring Grades due to
 Registrar's Office by Noon

July:

- 4 Independence Day – No
 Classes

Workshops:

- June, 21 Canvas Open Session
 2:00 PM Z 115
- June, 29 Lecture Capture: Echo 360
 2:00 PM Z 115
- July, 20 Use One Drive!
 1:30 PM Z 115

Register for these and other
 workshops at: svsu.edu/workshops

CONGRATULATIONS TO
 ANDY BEHMLANDER,
 SOFTBALL COACH AT REESE
 HIGH SCHOOL AND AN SVSU
 ADJUNCT FACULTY MEMBER.
 ANDY WAS HONORED WITH
 HAVING THE HIGH SCHOOL
 SOFTBALL FIELD NAMED FOR
 HIM! BEHMLANDER FIELD...
 GO REECE ROCKETS!

Syllabus Construction: Part Two Classroom Policies and Procedures

A viral article, passed around on *Facebook*, discusses one professor's expectations for student behavior in the classroom. Professor Scott Galloway of New York University offered advice to a student who entered his class 60 minutes late. Apparently, this student was sampling classes offered at six o'clock on this particular day. Galloway's class was this student's last sample; consequently, the student showed up 60 minutes late. Galloway, kicked this late student out of class acting in concert with the course policies he had just finished discussing. In response to the late student's email explaining why he was 60 minutes late, Galloway eviscerated this student with a jaw dropping email. In the email Galloway essentially told the student to get real (in terms that cannot be repeated here) and to get the easy things right...like showing up for class on time, having respect for institutional expectations and manners. Galloway goes on to say that if students can't get the easy things right, they will find it difficult to get the hard things right later in life. These hard things include working long hours, navigating work place politics, and creating a healthy work/life balance. Like it or not, many of our students need to learn that there are boundaries, behaviors and policies that should be respected in the college classroom. So how do faculty, like Professor Galloway create these?

An article in the *Chronicle* (2011) offers a list of suggestions which might help you think about how you will create the policies and procedures for your next syllabus. These suggestions are:

1. Do not create policies you cannot enforce.
2. Decide what behaviors you can tolerate.
3. Think of the victims- many rules are simply created because some behaviors annoy us not because they prevent student learning.
4. Consider the consequences.
5. Understand the big picture- what are the rules and regulations held by the University? Is it okay to snatch a cellphone out of a student's hand?
6. Stick to the biggies-the author recommends that the fewer the rules the better, but make certain that you do include disruptive classroom behaviors (like coming to class 60 minutes late) and academic honesty.
7. Make whatever policies you expect to be observed explicit. Publishing the rules isn't enough, they need to be thoroughly discussed on the first day of class and refreshed throughout the semester.
8. Be consistent- faculty must enforce their policies, regardless of the consequences.

Hopefully whatever policies and procedures you decide upon, your students will get real and respect the "easy things." Such will prepare these college students to be ready for the "hard things" life has to offer.

References:

- Jenkins, R. (2011, December 13). The rules about rules. *The Chronicle of Higher Education*. <http://chronicle.com/article/The-Rules-About-Classroom/130048/>
- Simones, Mariana. (2013, April 11). NYU stern professor's advice to student: Get your s**t together. *Business Insider*. <http://www.businessinsider.com/nyu-professor-scott-galloways-email-2013-4>

Save the date:

Fall Adjunct Faculty Orientation
Thursday, August 17th at 4:00 p.m.
Curtiss Hall Banquet Rooms



“Flippable” Moments in the Classroom

A “flippable moment” is the moment when you stop talking *at* your students and “flip” the work to the students. This is when you step back and let them struggle and ask questions, solve problems and do the heavy lifting of learning on their own. Give them guidance, but not answers, advises Dr. Barbi Honeycutt, director of graduate professional development and teaching programs at North Carolina State University and founder of Flip It Consulting.

While it’s true that students can discover information and answers to questions within seconds via the Internet, online textbooks, online lectures, and MOOCs, not all students are prepared to do the “messy work” of learning. “What they can’t always do is analyze, synthesize, and experience the process of engaging in higher levels of critical thinking,” says Honeycutt, adding that a “flippable moment” is when students “make meaning for themselves.”

Honeycutt identifies four potential “flippable moments” in a lesson:

Flippable Moment #1: Look for confusion – Try to anticipate the most confusing part of the content and add an assessment in the middle of the lesson to help you and your students determine where additional work is needed. Or, try a group activity so students can discuss the material with their peers.

Flippable Moment #2: Look for the fundamentals – Ask yourself what students **MUST** know before they can move forward. A variety of practice assessments that will test and reinforce their knowledge will provide students with multiple opportunities for learning.

Flippable Moment #3: Look at your extra credit question – Ask yourself how you could turn an extra credit question into an activity or project for all your students. Design your question to test the next level of thinking by moving students beyond memorization or comprehension, thereby providing an opportunity to flip your lesson. If your students think they know the answer, then this is the moment they are motivated and curious.

Flippable moment #4: Look for boredom – When you come to a place in your lesson when boredom strikes, you need to flip your class over to your students. Step aside, and let them **DO** the work. Put them in pairs or groups and give them a challenge. Give them space to struggle, practice and imagine.

Focus your lesson on what your students should do, not what you should do. Remember, says Honeycutt, you had to do the “heavy lifting” when you were learning what you now know as an instructor. “You had to make meaning for yourself,” explains Honeycutt. “Now it’s your students’ turn. Flip it to them.”

Reference:

Honeycutt, Barbi. (2013, March 25). Looking for Flippable Moments in Your Class. *Faculty Focus*. Accessed from: <https://www.facultyfocus.com/articles/blended-flipped-learning/looking-for-flippable-moments-in-your-class/>