

## Adjunct Faculty Academic Calendar

<u>5/4</u>	Final Exams End
<u>5/8</u>	Grades Due to Registrars by Noon
<u>5/10 &amp; 11</u>	Commencement

## Workshops

<u>5/9</u>	Echo 360: Introduction 2:00 PM Z115
<u>5/16</u>	MS Teams to Replace Skype for Business 10:30 AM Z115
<u>5/29</u>	Adobe Spark: Create a Stunning Graphic, a Web Page, or Video Stories 10:00 AM Z115

**Register for these and other workshops at:**  
[svsu.edu/workshops](http://svsu.edu/workshops)

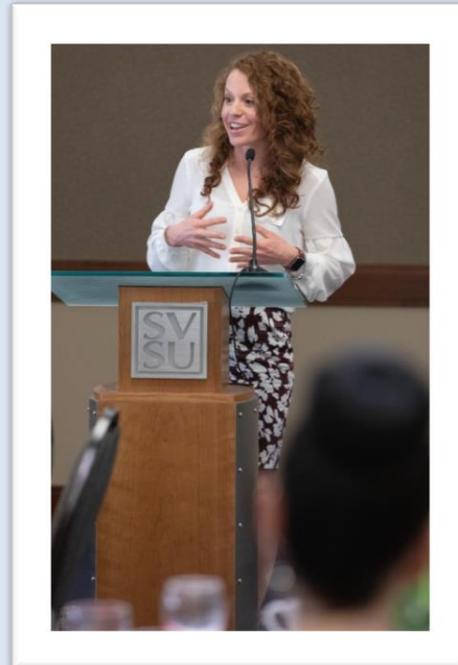
### Teaching Tip:

#### Remember to Review

It is really helpful to students if you take the first few minutes of class time to review what was covered in the last class, as well as, salient points covered in the readings that were due and any other assignments. Such discussions get the students' heads in the class and prepared to learn new material!

## Adjunct Faculty Awards Banquet

This year's Awards Banquet was a large success! We had about 200 people in attendance. We ate a delightful meal and delighted in hearing the band, Beatrice, play once again this year. We also passed out many awards, some to participants in the New Adjunct Faculty Seminar and some to those who have spent years teaching here at SVSU. We also heard wonderful words of gratitude from this year's Anderson Award winner, Sarah Owen (pictured below). Please consider joining us for this special event next year!



## Fall 2019 All University Orientation

Planning for the Fall 2019 Orientation has begun. The Orientation will be held on Thursday, August 15<sup>th</sup> from 4:30 to 9:00 P.M. As in years past, the evening will begin with a dinner. Deans and Department Chairs will be in attendance. After dinner, faculty will be able to attend three different breakout sessions of their choice. The new adjunct faculty will be automatically enrolled in the Adjunct Faculty Basics 101 session, which will acquaint them with the University's support services and basic information for negotiating SVSU. It is important that every adjunct faculty member attend this important event. In July, an invitation will be sent to your SVSU email with a menu of activities planned for that day. So be on the lookout for that mail!

## Updating Your Syllabus

Okay! The semester is over. Before you begin your summer activities please give some thought to next fall's syllabus by addressing the following questions:

1. *Did my syllabus convey the correct tone about me and my course?*

Word choices and topics can create a subtext for the semester, so it is important to write a syllabus that is informative and encouraging to the students. Make sure that your course policies, for example, are explicit yet worded so that students aren't offended or become afraid.

2. *Do my learning outcomes need to be reworked?*

Learning outcomes should reflect student proficiency...that is, what your students need to be able to know and do after the course is over. Again, it is important to be explicit. Learning outcomes should be measurable and provide students with an idea for how the course will be directed.

3. *What worked well this year and what didn't?*

Did all of your writing and reading assignments accomplish what you had hoped they would accomplish? If not, think about how you might adjust these so that your students can be more successful.

4. *How did the rhythm of the course work?*

Did due dates work so as not to overwhelm your students? If not, consider readjusting these.

5. *Consider the format of your syllabus.*

Consider digitizing your syllabus so that course links can be easily accessed.

Reference:

Graduate Connections, University of Nebraska, Lincoln (2015). *Review and Update Last Semester's Syllabi*. Accessed: <http://www.unl.edu/gradstudies/current/news/review-and-update-last-semesters-syllabi>

## General Principles for Writing Multiple Choice Questions

Several times each month faculty developers' mailboxes receive valuable advice from a Listserv called **Tomorrow's Professor** curated by Rick Reis of Stanford. A few days ago, a lengthy article on writing multiple choice questions was sent and offered. Below are some general principles for M.C. questions:

1. What is specified in the student learning outcomes (SLO) will drive the content of the test items. What the SLOs state is what the items should measure.
2. Generally, higher level thinking should be emphasized over recall, but this decision will depend to a great extent on the SLOs.
3. A general rule for writing items is to avoid measuring overly specific and overly general knowledge, but this too will be influenced by the SLO statements.
4. The intent of your SLO statement may require a student to give a written opinion in terms of, for example, a position on an argument; for which you could use the terms *you* and *your* in the instructions and test question. However, keep in mind that when Selected Response test items are used the second person (*you* or *your*) should not be used because it opens the opportunity for personal opinion, which is problematic because then any answer choice could be correct in the student's opinion.
5. Use vocabulary that is appropriate for the group being tested. Keep it consistent with SLO expectations and simple enough that all students will be able to understand it.
6. Edit and proof all items, prompts, and instructions to make sure grammar, punctuation, capitalization, and spelling are correct.
7. Be conservative in your use of words. Don't use excess verbiage. Minimize as much as possible.
8. Make sure the item does not assume racial, class, or gender values or suggest stereotypes.
9. Ensure the item does not contain wording that would offend any group.
10. Make sure minority interests are considered and are well represented.

Adapted from Haladyna, T.M. (1999). *Developing and validating multiple-choice test items* (2nd ed.). Mahwah, NJ: Erlbaum.