



Course Introduction

As a result of the course introduction, students will become acquainted with the Instructor, Peer Mentor, and one another; review the structure, contents, and purpose of a course syllabus, recognize personal benefits of taking First-Year Studies 101; and reflect on their own expectations and needs as related to the course.

Materials:

- Flip chart paper (to write each of the three learning outcomes on)
- Markers and index cards, post it notes
- Projector to display syllabus (or copies of the syllabus)

Instructions:

Write each of the three course Learning Outcomes, one per Large Post-It. Also write LOs for the five required assignments (one assignment per Large Post-It) and one with “Outliers.” Stick these nine Large Post-Its to the white board or wall 3-5 feet apart.

Optional: Index Card Info. Write on board: *Name, Major/Exploratory, Why did you choose college/this institution?*/Other intro questions. To help you learn names, create name cards by folding the index card lengthwise, writing their name, and propping it on their desks. You can collect and pass them out each class as a great way to track attendance until you learn names.

Order of Events

3-5 minutes Welcome and Instructor/PM Introductions.

15 minutes Student introductions. PM facilitates icebreaker to introduce students to one another.

10 minutes Syllabus Introduction. This will be the first syllabus some of your students have ever seen! Introduce the course and orient students to the different sections of a syllabus by drawing attention to the following elements: course goal, Learning Outcomes, Attendance policy, and Grading/Evaluation.

10 minutes Student Expectations/Review of Required Assignments. Once students have a general idea of what 101 is about, give them 3-4 minutes to reflect and write down what they personally were looking to get out of the class (1 thing per small post-it note!). Have them stand and post their post-it notes on the wall under whichever Learning Outcome or Assignment they fall under. Notes that say the same thing can be stacked on top of one another. Things that don't fit into any category are posted on the “Outliers” note.

10 minutes Debrief: Connect students' expectations to activities you have planned for the course. Think out loud, making connections between what students are looking to get from class and the activities you'll be doing. Discuss the Outliers, considering whether they might fit into one of the LOs or whether you could possibly build them into the course.

2-3 minutes Review Homework & Preview What's Next HW: Bring all syllabi, your course schedule, and a list of standing engagements and responsibilities.