Preparing for the First Day of Class
19 August 2008

Activity Instructions: For the assigned segment, develop a teaching plan that describes your group’s response to the particular segment to which you are assigned including relevant bullet points.

- **5 minutes**: Working on your own, develop a draft teaching plan that responds to questions addressed by the assigned segment including bulleted points.
- **10 minutes**: Join a group of four.
  - Allow each group member a few minutes to share their ideas without any individual commentary.
  - Assign tasks to group members:
    - a group recorder to document your final product
    - a group monitor to promote contributions of all individuals
    - a group time keeper to keep the task moving forward
    - a group reporter to share product if asked
- **20 minutes**: As a group, discuss the ideas presented and synthesize a single group teaching plan to address the segment questions including bulleted points (if relevant). *If you finish early, tackle another segment!*
- **35 minutes**: Be prepared to be called on randomly to describe your teaching plan. Please also join the discussion about shared teaching plans.
- **5 minutes. Turn in** your group’s teaching plan.

Segment Descriptions

Segment 1: *How and why will you build community?*

- Introduce and share a bit about yourself.
- Use an ‘ice breaker’ to take role and to begin to learn each other’s names, etc.
- Establish community beyond simply learning names (e.g., background interests, previous courses, expectations from the course)

Segment 2: *How and why will you share policies and expectations?*

- Cooperatively establish classroom rules for conducting discussions.
- Discuss academic honesty expectations (policy overview, specific applications in this course – ex. rules for group work, etc.)
- Have students review the syllabus and answer questions even if they have reviewed it previously.

Segment 3: *How and why will you communicate opportunities for learning beyond the classroom?*

- Explain the value of office hours – invite? encourage? require? students to attend
- Discuss tutoring, mentoring, non-credit workshops, seminars, and similar academic-support sessions.
- Identify relevant clubs and students organizations.