

Focus Word Activity Transcripts

Resource: Iowa State's CELT Video – Reviewing the Syllabus and Note Taking Procedures

URL: <https://youtu.be/SvLaMRK1u3U>

Portion of Transcript for Practice (beginning at 2:34)

We'll have FOUR MAJOR exAMS in this CLASS. You'll do TWO MAJOR out of class asSIGNments; we'll work through that toGETher in CLASS. I've GIVEN you a course OUTline, the CHAPters that I'll be COVERing um in LECTure on those DAYS, the READings, when the EXAMS ARE. And then there's an abBBREVIated schedule on the BACK for you, just some QUICK DUE DATES. Any questions right now that you can think of? As I said that's available to you online; you also have this hard copy. Read it through, see if you have questions. You can start planning out your semester now.

I want to give you a few hints. Some of you this is your first, um, maybe your first course, but at least your first or second day at the university. For this particular class, and probably for some of your others, the notes will be posted on WebCT. What you can do is, before class, print those out and bring them with you if it helps.

Complete Transcript (Time: 5:15)

[Narration]

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I have found again over the years of teaching that the syllabus is becoming an extremely important tool and probably even more important in a large class. So I spend a lot of time up front organizing that syllabus and conveying to them what I think the expectations are for the course, the learning outcomes that I have, the behavioral expectations, the assessment expectations, etc. And from day one, I spend quite a bit of time that first day discussing those procedures. I'll have to come back to those; I'll have to remind them of things; we'll have to revisit it, um but the fact that it's in a written document really does help.

[In class :50]

Okay, does everybody have a syllabus? Okay, if everybody would look at the front page of your course syllabus; if you don't have one yet raise your hand; we'll get one to you.

[Narration]

For many of these students, they haven't seen a course syllabus before at the university level; again, it's their first-year experience. Um...and they're used to perhaps more of a style where they're, from day-to-day, they're told exactly what the expectations are: the homework is tonight, and this is what we'll be doing tomorrow; they need to become accustomed to what a syllabus is about. And I feel if I just leave it to them on their own to read it, they don't go through it in the detail that I would like them to, so I take them through it step by step on that first day.

[In class 1:33]

Someone just asked about the textbooks. You have selected chapters from two different books and it's packaged, and it looks like this [holds up books].

[Narration]

I find I need to be more and more explicit about simple things that I wouldn't have thought about, things like, yes, you can mark in your textbook; you've purchased these. Something as simple as: yes, you can mark in them; I encourage you to do that.

[In class 1:58]

How many of you have already gotten the texts? Okay, yes. [responding to student question]

Oh, good question. No, you do not need to bring these to class with you; you need to just carry them with you at all times when you're not in class because I'm sure you'll be reading. [laughter] Um. No, good question. You do not need to bring these to class with you.

[Narration]

Just very simple classroom adjustment procedures. The more explicit that I can be in that syllabus, the easier the whole semester goes. But the details...the devil is in the details with all of this stuff with a large class.

[In class 2:34]

We'll have four major exams in this class. You'll do two major out of class assignments; we'll work through that together in class. I've given you a course outline, the chapters that I'll be covering um in lecture on those days, the readings, when the exams are. And then there's an abbreviated schedule

on the back for you, just some quick due dates. Any questions right now that you can think of? As I said that's available to you online; you also have this hard copy. Read it through, see if you have questions. You can start planning out your semester now.

I want to give you a few hints. Some of you this is your first, um, maybe your first course, but at least your first or second day at the university. For this particular class, and probably for some of your others, the notes will be posted on WebCT. What you can do is, before class, print those out and bring them with you if it helps.

[Narration]

Encouraging them to learn how to take notes, seeing how somebody else takes notes in the class, checking out how that's going with them, what my expectations are about the kinds of notes that they should be taking, or how I'm highlighting certain points on the PowerPoint that they might need to expand upon it in their notes.

[In class 3:49]

It certainly won't include the many examples I'll give you, the discussions, the activities, um, but it will give you a skeletal outline, so it's helpful to some people to see those ahead of time.

[Narration]

I think it's really important to keep in mind that we have to help students understand what the big ideas are, about what we're going to learn together today. So I like to do a set up at the beginning of the class about this is where I'm planning to go with this class; this is what the big ideas are. I also like to do that at the end, a review of what we've done, what the

expectations are for the next time. It's a nice way to come to closure, but it also is just a reminder.

[In class 4:27]

Okay, what I want to say to you now for next time is...wait...I'm going to have you do one more activity...

[Narration]

I also try to get them always to do something that relates either to the media or the web or finding some information that they can come and contribute beyond just the textbook.

[In class 4:43]

Please look on the web or ask or get information about human genome. We're going to talk about it and I want you to be able to talk intelligently about what the human genome project is.

[Narration]

It's very important for me to think about that as sort of up front, major organizers for the, for the period that we're going to be together, and then at the end again coming back and revisiting: okay, these were the major points these were the things you need to remember, maybe some announcements. And then this is what you need to do, down the road, for the next time.