**Upcoming Workshops:**

- **Monday, June 14th from 3:30-5:00pm**
  - **Teaching Sensitive Subjects**
    - Do you dread the days when you know you’ll be lecturing or discussing a sensitive topic in class? Do you ask yourself, what do I do if the conversation veers off course? At times the content we need to cover falls into the territory of controversial issues. While it’s impossible to predict when and how these moments might arise in class, we can do our best to prepare for them. Come and learn how to load your teaching toolbox with ideas on how to navigate these challenging moments!

- **Monday, July 10th from 3:30-5:00pm**
  - **Using Canvas to Teach**
    - Have you heard—by spring 2018, FSU will no longer be using Blackboard. The university is currently in the process of transitioning to Canvas, as our new course management system. This summer some instructors are taking Canvas for a test drive. In anticipation of the switch, we want to know: what are the realities of using Canvas in your classroom? Join us for a panel discussion where we get the down and dirty details from those who have been using it this summer.
Creating your Syllabus

Presenters: Kate Pierson, PIE Associate and Dr. Lisa Liseno, Assistant Dean of the Graduate School & Director of PIE
Syllabus Day

The first day of an academic term at most high schools and colleges. On this day, a typical class lasts no more than twenty minutes and involves nothing more than reading the syllabus. Due to this, many students will attend class exceedingly hung over on this day.

Jeff: Dude, you don't look so good. Did you get trashed last night?
Steve: Yeah, but it's okay because it's Syllabus Day.

#syllabusday #syllabus #hang over #school #university #college #education

by steveo2 May 13, 2012
How do you approach Syllabus day?

- To read or not to read?
- To use the whole time or let go early?
- Hard copy or digital?
- Planning ahead for revisions?

Introduce yourself to the other people at the table:

- Your role -- TA? Instructor of record? Preparing to teach?
- Your discipline
- Drawing on your experiences in the classroom (as student and/or instructor/TA), what’s your position on the questions listed above?
Nuts and Bolts

- Start with a basic template
- Main sections:
  - Expectations and Objectives
    - Necessary contact information & office hours
    - Required texts
    - Special expectations or requirements for the course
  - Assignments and Grading
    - Grade & percentage breakdown
    - Due dates
    - Keep your own workload in mind
  - Policies and Procedures
    - Make sure to follow the department and university policies
  - Course Schedule
#### Course Schedule - #1

- Reading schedule
- Source of readings
- Assignment due dates listed
- Campus holidays

#### COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>Course Introduction</td>
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<td></td>
<td>Logic - read selection on Blackboard/website</td>
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<td>31</td>
<td>Moral Relativism - read pp. 12-24</td>
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<td>Sept 2</td>
<td>Moral Relativism - read 2 articles (Benedict &amp; Rachels) on Blackboard/website</td>
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<tr>
<td>7</td>
<td>Utilitarianism - read pp. 51-62</td>
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<tr>
<td>9</td>
<td>Utilitarianism - read pp. 67-73</td>
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<tr>
<td>14</td>
<td>Kant’s Moral Theory - read pp. 75-84</td>
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<tr>
<td>16</td>
<td>Kant’s Moral Theory - read pp. 85-94</td>
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<tr>
<td>21</td>
<td>Aristotle’s Virtue Ethics - read pp. 111-116</td>
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<tr>
<td>23</td>
<td>Aristotle’s Virtue Ethics - read pp. 117-122</td>
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<tr>
<td>28</td>
<td>Abortion – Intro. – read pp. 173-185 - Assign paper #1</td>
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<td>30</td>
<td>Abortion – Thomson - pp. 186-197</td>
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<tr>
<td>Oct. 5</td>
<td>Abortion – Marquis - pp. 197-205</td>
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<tr>
<td>7</td>
<td><strong>Review for Midterm Exam</strong> – Paper #1 due</td>
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<tr>
<td>12</td>
<td>Midterm Exam</td>
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<tr>
<td>19</td>
<td>Equality and Discrimination – Fullinwider – pp. 271-274</td>
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<tr>
<td>21</td>
<td>Equality and Discrimination – Newton – pp. 275-278</td>
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<td>26</td>
<td>Environmental Ethics – Intro. – pp. 349-361</td>
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<td>28</td>
<td>Environmental Ethics – Baxter – pp. 363-367</td>
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<tr>
<td>Nov. 2</td>
<td>Environmental Ethics – Devall and Sessions - pp. 367-375</td>
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<tr>
<td>4</td>
<td>Animal Rights – Intro. pp. 379-388</td>
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<tr>
<td>11</td>
<td><strong>Veteran’s Day – No Class!!</strong></td>
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</tbody>
</table>
# Course Schedule - #2

- Subject to change policy listed at top
- Overarching theme for week(s)
- Written assignments due in bold and highlighted

## Assignment and Class Schedule

Subject to change by the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading and/or Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan 7</td>
<td>Introductions // “Visit to a Small Planet”</td>
<td>* Syllabus</td>
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<td></td>
<td></td>
<td><strong>The Basics of Play Analysis</strong></td>
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<tr>
<td>Week 2</td>
<td>Jan 12</td>
<td>Susan Glaspell, <em>Trifles</em> (1916)</td>
<td>* Trifles * “Visit to a Small Planet” * Assignment Guidelines</td>
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<td></td>
<td>Jan 14</td>
<td>Entering the Conversation</td>
<td>* &quot;Entering the Conversation&quot; * &quot;The Art of Quoting&quot; * Due: Play Report #1 on <em>Trifles</em></td>
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<td></td>
<td><strong>The Oresteia—A Story for Athenians</strong></td>
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<tr>
<td>Week 3</td>
<td>Jan 19</td>
<td>Aeschylus, <em>Agamemnon</em></td>
<td>* Agamemnon * &quot;I Like to Take a Greek Play&quot;</td>
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<td></td>
<td>Jan 21</td>
<td>Aeschylus, <em>The Libation Bearers</em></td>
<td>* The Libation Bearers * *Wilde &quot;Translating Greek Theatre&quot;</td>
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<tr>
<td>Week 4</td>
<td>Jan 26</td>
<td>Aeschylus, <em>The Eumenides</em></td>
<td>* The Eumenides * &quot;Classic Drag&quot; from Wuthera</td>
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<td>Jan 28</td>
<td>Aristotle’s <em>Poetics</em></td>
<td>* Poetics * Read sections 1 and 2 of Wise, &quot;Tragedy as an Augury...&quot;</td>
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<td><strong>Rewriting Shakespeare</strong></td>
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<tr>
<td>Week 5</td>
<td>Feb 2</td>
<td>Paula Vogel, <em>Deedemonia</em> (1993)</td>
<td>* Garber, &quot;Othello&quot; * <em>Deedemonia</em> by Vogel * Friedman, “Revisioning the Woman’s Part”</td>
</tr>
<tr>
<td></td>
<td>Feb 4</td>
<td>Tony Morrison, <em>Deedemonia</em> (2012) (Course Library)</td>
<td>* Deedemonia* by Morrison * Kitts, &quot;The Sound of Change&quot; * Due: Close Reading &amp; Play Report #2</td>
</tr>
</tbody>
</table>
Policy Checklist

- Attendance
  - Unexcused & excused absences
  - Tardy policy & leaving early

- Participation
  - What does participation mean for your course?
    - What if you teach online?
  - Examples of positive and negative participation

- Late work

- Grade changes & appeals

- Technology

- Bringing course materials to class
FSU Requirements

- University Attendance Policy
- Academic Honor Policy
- American with Disabilities Act
- Free Tutoring from FSU (recommended)
- Syllabus Change Policy (recommended)
- Grading Method & Scale

- Highly Recommended:
  - Policy for late work
  - Policy for missed exams/major assignments
  - Policy for extra credit
Pie Break

As you enjoy your pie & coffee, can you do us a favor?

On the back of your workshop evaluation sheet, please write what topics would you like to see covered at our next two workshops:

- Teaching Sensitive Subjects
- Using Canvas for Teaching

Also, would you be interested in participating in a course prep bootcamp?

- We’re planning to put together a multi-week working group where we’ll brainstorm, create, and share a syllabi and assignments guidelines for an upcoming class or a dream course during the second session of the summer.
Contract, Roadmap, or Invitation?

The syllabus isn’t just a list of course policies. It’s also a roadmap to your course and what you expect students to learn during the semester.
Customizing Your Syllabus

- The promising syllabus - Ken Bain
  - Explanation of the courses promises
  - Describes the activities
  - Begins a conversation

- Learning oriented syllabus - James Lang
  - Make promises
  - Orient your students
  - Be transparent

- Blank syllabus - Chris Walsh
  - Leave assignments or readings TBD collectively by the class
"I'll know if you've read your syllabus carefully."
"How will you know?"
"I'll know."
121: 0/12 dinos so far.
If you’re a TA, Why does this Matter to you?

- Be clear on course policies
  - You’ll be the one needing to enforce these policies
- Take notes for when you become an instructor of record
- Watch and learn!
Peer Review Process & Activity

- Have a colleague look over your syllabus to make sure all the policies are clear.

- How has the following workshop generated ideas about crafting successful policies? Discuss with your table how you will create or refine the following policies:
  - Attendance
  - Participation
  - Late work policy
  - Grade Changes
Q & A

WHAT DID WE COVER IN CLASS LAST WEEK?

IT'S IN THE SYLLABUS.

WHAT'S YOUR LATE HOMEWORK POLICY?

IT'S IN THE SYLLABUS.

WHEN ARE YOUR OFFICE HOURS?

IT'S IN THE SYLLABUS.

HOW WILL MY GRADE BE COMPUTED?

IT'S IN THE SYLLABUS.

IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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