

Odyssey Seminar: Inside a Professor's Mind

Tuesdays 12:30-1:45, Miller Learning Center room 369

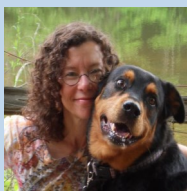
Your Instructors:

Email either of us through eLC if you have questions or want to schedule a time for an office visit. We're happy to hear from you! Personal email and phone numbers are for emergencies only, please!



Nancy Knapp

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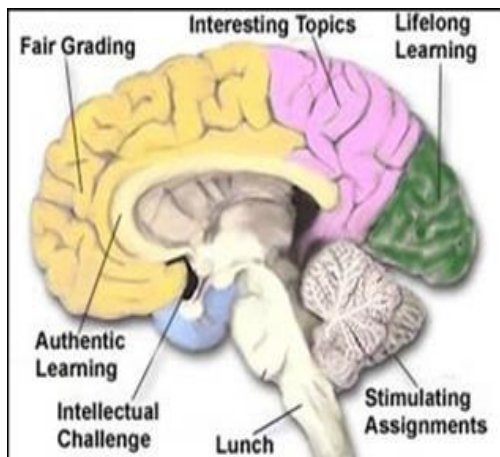
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What better way to understand a professor than to become one!



Course Philosophy

This course takes the idea of 'students becoming professors' as literally as possible. Even though you won't be actually teaching your course (yet!) you will be treated as teaching colleagues by Nancy, Nadine and the other teachers we'll be meeting. Every one of us brings years of classroom experience to this seminar, whether as students, teachers, or both, so we all have a lot to learn from each other.

Course Description

In this class you'll design your own First Year Odyssey seminar and devise ways to teach it that will be so engaging, your students will forget all about their cell phones. You'll create a complete syllabus, including course goals, a weekly schedule, course readings/viewings, assignments, grading and policies.



Over the course of the semester you'll research your topic, while each week we explore what makes courses and teachers compelling and why. You'll get to know what it feels like to be on the 'other end' of the classroom!

Learning Goals: What we are working toward this semester....

- ◆ Explore how people learn, and how teachers can help them do so.
- ◆ Develop an understanding of 'deep' vs 'surface' learning and how to support deep learning in the classroom.
- ◆ Develop college-level research skills by better understanding the world of information. (Google's just one piece of the pie)

Course Practices & Policies

Collegiality/Respect

Every person and idea in class deserves our undivided attention, so:

Computer policy:

Laptops, tablets, etc. put away unless we ask you to use them.

Cell phone policy:

Ringers off, cell phones put away. Let us know if you're expecting an emergency call.

Attendance

In a small seminar, every member's presence is important. But since 'life happens,' you get one "Get out of Class Free" pass to use once, no questions asked. Please notify us by email before you miss the session, or as soon afterward as possible.

Due Dates

Most assignments are due Sundays at 5pm to give us time to write comments and return them to you by the next class. You will have one **"Turn It In Next Week"** pass to delay one weekly assignment. Should a genuine emergency prevent you from meeting a deadline, contact us ASAP.



Grading: All of your assignments will be awarded points, rather than grades (see points info in the box below). You get full points for turning in sincerely thoughtful work. All assignments will be turned in to the eLC dropbox, and eLC will keep a running tally of your points. We'll give you detailed instructions for completing each assignment and if you have any questions at all about the assignments, don't hesitate to ask!

Due	Assignment	Pts
8/23-11/1	10 Weekly Assignments - 10 points each	100
11/8	Professor Interview Paper	100
11/15	Annotated Bibliography (i.e. complete annotated list of student resources)	70
11/17 or 12/1	Final Presentation	30
12/15	FINAL COURSE SYLLABUS (see handout and rubric)	150
	ATTENDANCE & PARTICIPATION (10 points/class session)	150
	A = 600-540 B = 539-480 C = 479-420 D = 419-360 F = 359& below TOTAL:	600

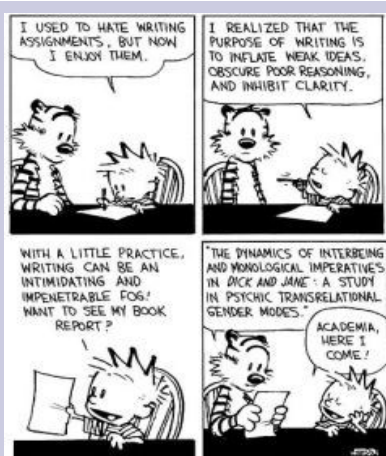
Tentative Weekly Schedule: As the semester unfolds we may revise this schedule of topics and assignments to accommodate new ideas or to better support your course design project.

Date	Topic	Assignments Due Dates (Due Sundays at 5pm unless otherwise indicated)
8/18	Welcomes & Introductions	8/23: 2 potential topic ideas and upload a 'selfie' on eLC
8/25	Deep vs Surface Learning	8/30: take 'research experience' survey
9/1	Finding the Conversation: Researching your Topic	9/6: Two comprehensive, authoritative sources for YOUR understanding of your topic
9/8	Active Learning Guest: Denise Domizi	9/13: No assignment due - continue reading your sources to develop ideas about weekly topics for your seminar
9/15	Unpack Your Topic With Concept Mapping	9/20: Draft outline of weekly topics
9/22	Explore Your Multi-Million Dollar Library (meet in Main library)	9/27: 1) 2-3 resources for your students 2) Submit the name of the professor you will interview, and date you are meeting.
9/29	Technology for Better Learning Guest: Gretchen Thomas	10/4: 2 -3 resources for your students
10/6	Motivating Your Students to Learn	10/11: 2-3 resources for your students
10/13	Teaching & Learning in a Diverse World Guest: TBA	10/18: 2 -3 resources for your students
10/20	Measuring Student Learning	10/25: 2-3 resources for your students
10/27	Course Policies Guest: Paul Quick	11/1: Draft course policies
11/3	No class!—individual conferences	11/8: Professor Interview paper
11/10	Getting Inside a Professors Mind - Teaching Philosophies	11/15: 1) Annotated bibliography (annotated list of all the students resources that will be used in your seminar) 2) Pecha Kucha Powerpoint slides for 11/17 presenters
11/17	Presentations: Sell Your Seminar!	IN CLASS: Pecha Kucha presentations (round 1) 11/22: Pecha Kucha Powerpoint slides for 12/1 presenters
11/24	Thanksgiving Vacation!	BREAK TIME!
12/1	Presentations: Sell Your Seminar!	IN CLASS: Pecha Kucha presentations (round 2)
12/15	Final (no class meeting)	12/15: Final Course Design due by NOON on Dec. 15

Helping you to...



...do your best!



UGA Writing Center

<http://writingcenter.english.uga.edu/>

No doubt about it, writing well is hard, but writing badly isn't any easier. You'll be writing for the rest of your life, so now is the time to develop a clean, clear writing style that effectively expresses your ideas. Your professors, bosses and co-workers will thank you for it. Your life will be better. English Comp class will get you started, but the Writing Center can keep you on track. While the Writing Center tutors won't proofread or correct your work, they will explain the strengths and weaknesses of your writing and how to improve it.

If you have a documented disability, we're more than happy to provide appropriate modifications or accommodations to give you an equal opportunity to succeed in this course. Please provide us with your paperwork from the Disability Resource Center as soon as possible so we can arrange accommodations. If you believe you have a disability that may interfere with your participation or learning in this class, but have not yet contacted the DRC, you can do so at (706) 542-8719; you must register with the DRC to be entitled to services. For more information on the University's commitment to serve students with disabilities, visit the DRC website:

<http://drc.uga.edu/>



UGA Academic Honesty Policy

"As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty", and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor."