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| **Class Date: 2/10** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 20** |

**Today’s Objective: Why did these individuals sign up for this supplemental course?**

1. Taking role, figuring out how many students will actually show up to class.
2. Getting up to speed with what my students know and don’t know.
3. Pass handouts, including the syllabus and expectations sheet. (see attachment)

**Meeting Agenda:**

3:00-3:15

Roll: As students arrive, they will be handed a copy of the syllabus and the expectations sheet for them to fill out. The instructor will briefly go over the syllabus and mention some key facts, such as the purpose of the SI and how class will be run according to the students’ needs. Students will be given time to fill out the expectations sheet to help the instructor adjust the class accordingly. Depending on how many students show up on time, the instructor shall wait a few more minutes before starting class.

3:15-3:30

Icebreaker: Depending on the class size, a traditional icebreaker may not be necessary due to the small class size. The instructor will be able to lead conversation directly addressing the students, as opposed to a whole class, establishing a more significant level of trust.

3:30-3:50

Project: Currently, the main assignment that students have been emailing me about is the Tic Tac Toe project. The instructor is to ask what methods the students want to go over for the project.

**Why did you implement these activities and process?**

* It is important to outline the details of the class to the students, so that the students and I are on the same understanding for what is acceptable in the SI class.
* The expectations sheet will help me to gauge what the students expect from me. Just as I expect students to abide by my syllabus, the students are given the opportunity to write up their own “syllabi” for me, so that I can adequately help them to succeed. It sets up a contract between us, and our goals as a class.
* The icebreaker will help us to establish a community for us to build trust upon for future class sessions. I instruct the students to ask their partners about what makes them interesting to help them to start up a conversation between them.

**Reflections: How effective were the implemented strategies?**

* After waiting a few extra minutes for any other students to show up, I briefly went over the syllabus and gave time for the students to answer the expectations sheets.
* Talking to the students directly is much easier and more relaxed than leading a class, and I feel that the small class size may actually prove more beneficial than a full sized class, as it allows for more personal communication.
* Even though only five of the eight students showed up, we were able to get through one of the difficult methods, the toString. We led a class discussion on how to get the solution, which went really well.