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| **Class Date: 2/10** | **SI Facilitator: Christopher Simon** | **SI Course: CSC 15** |

**Today’s Objective: What can I do to prepare students for the supplemental course?**

1. Taking role, and attempting to get all adds and drops sorted out.
2. Getting students up to speed with my expectations for them in the course.
3. Making sure that students are well informed of class structure, and that the class is catered to their methods of learning. Mentioning that the students can lead content being covered in class.
4. Pass handouts, including the syllabus and expectations sheet. (see attachment)

**Meeting Agenda:**

3:00-3:20

Roll: Students will receive a syllabus and an 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.

3:20-3:50

Icebreaker: Students will be paired and asked to introduce their partners to the class after about 10 minutes of conversation, five minutes for each person. To get a conversation going, students will be told to ask their partners about what they did over the break, and about an interesting fact about them for the listener to share in class.

**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?**

* Going over the syllabus didn’t take nearly as long as I had anticipated. It only took about ten minutes to get through everything I wanted to the students. It was at this point that I knew that I should have prepared a backup activity to extend the class involvement in order to make use of the whole time in class.
* To compensate for the extra time, while students were engaging in conversation, I planned to go over one of the homework problems. After I had it ready, we went around the room, introducing each other. This type of icebreaker actually worked out much better than I expected. During the first twenty minutes, students we pretty quiet, however their attitudes notably changed after they got to know me and their fellow peers a little bit better. This first impression will have a long lasting effect on the community established in our class.
* After finishing up our icebreaker activity, we spent the last twenty minutes going over one of the homework problems. I encouraged students to work in groups. Because of the icebreaker, students worked with each other without hesitation. Switching between the whiteboard and the projector, we spent the last 10 minutes of class going over the solution, addressing where some students got stuck, and demonstrating a few ways of solving the same problem, making sure that everybody was on the same page. I made sure that everybody was clear with the example after dismissing them. We finished right on time. An email with the code done in class was sent out to the students after the lecture. (see attachment)