

Florida State University

Freshman Interest Group (FIG) Program

HUM 4924: FIGS INSTRUCTOR TRAINING SEMINAR (1 CREDIT)

Class: HUM4924-01

Note: Course materials available on Blackboard

Text: **The Last Lecture; Randy Paush**

ISBN-13: 9781401323257

Training Overview

- The purpose of the training program this spring is to help you develop the **knowledge, skills** and **perspectives** that you will need as a FIG Leader in the fall term. It's important to note the distinctions between these three elements: "knowledge" = information about the FIG program, FSU and new students; "skills" = capacities for facilitating activities in a classroom and working with students individually; "perspectives" = ideas and concepts that support the values of this unique liberal studies educational endeavor.
- To complete the training program successfully, you will be required to engage in a variety of **experiences** and complete a number of **assignments**. We'll begin by engaging in some experiences and assignments that reflect what is in store for FIG students in the fall so that you can see the program from the inside-out, so to speak. We'll then switch to the "other side of the podium" and engage in some activities directly related to instructor preparation.
- As you know, successfully completing the program is just one part of becoming a FIG Leader. As we need to ensure that every prospective FIG Leader is well-poised to take on this important role, your performance will be evaluated based upon the following principle: **our only way to determine what your commitment to your FIG would be is to evaluate your commitment to the training**. The final selection/matching will happen toward the end of the semester.

Training Structure and Expectations

1. **Weekly Seminar:** You are expected to come prepared to participate actively in HUM 4924 each week. This means arriving on time, staying for the duration of the class, and being prepared to engage in the activities of the day. See the tentative timeline for an overview.
2. **Assignments:** There will be a number of assignments to complete outside of class, commensurate with a 1-credit course. We'll introduce and discuss these assignments throughout the semester. You are expected to complete all assignments on time and with the effort and quality that you would expect of your students in the fall. Grading will be generally pass/fail (with the possibility of a bonus for especially good work). All readings & assignments are posted on Blackboard.

Grading Policy

HUM 4924 is a one-credit, graded course. In order to receive credit, you must actively participate in each weekly class session, attend all required events, and complete all assignments. Emergency absences may be excused, but please notify your instructor as soon as possible, preferably in advance of your absence. Excellent attendance 0-1 unexcused absences.

To earn the following grades you must:

A= submit all projects correctly, on time, and in a thoughtful manner, participate actively in class discussions and have excellent attendance (no more than 1 unexcused absence)

B= submit all projects correctly and on time, participate in class discussions and have very good attendance (no more than 2 unexcused absences)

C = submit all projects on time, participate in class discussions and have good attendance (no more than 3 unexcused absences)

Tentative Timeline	Topic	Homework Due For This Week
Week 1	FIG Leader Training Course Introductions HUM 4924 Overview and Expectations G&G Scholars Discussed	1) Read Bok's <i>Our Underachieving Colleges</i> , Chapter 3 excerpt and Gonzalez article. Write brief response (no more than 1-page). Use prompts found in Assignments link within Bb. Do not summarize the article. 2) Bring signed FIG Leader Contract 3) Review other readings and volunteer to give a presentation on one of the following; <ul style="list-style-type: none"> • Present a Lesson Plan and be willing to explain how it will meet the course objectives, • Honors in the Major/Undergraduate Research Present information regarding a project/research that you are involved with.
Week 2	HUM 1920: FIG Colloquium Overview Intro to Lesson Plans and Teaching Strategies Outcomes and Objectives Select Facebook Liaison	1) Download HUM 1920 Syllabus from campus.fsu.edu and bring to class. 2) Read Student Comments from HUM1920 Survey. Do Not Print this document it is HUGE. 3) Write reflection paper on two observations you made from the survey comments (1 paragraph for each observation). Bring Survey Reflection paper to class 4) Review HUM1920 Required Lesson Plans and Brainstorming FIG Topics 5) Develop a ranked list of 8-10 goals or purposes of undergraduate education from Bok and Gonzalez and bring to class.
Week 3	Intellectual Excursion	Meet Jan XX at Pat Thomas Planetarium at 3:35 pm Richards Building or UPL http://www.physics.fsu.edu/outreach/planetarium/default.asp
Week 4	FIGs and Liberal Studies/Liberal Education Presentations 1 and 2	Read Martha Nussbaum Interview and Mooney article. Submit a brief response reflecting on the articles. Use prompts found in Assignments link within Bb. Do not summarize the article.
Week 5	Intellectual Engagement: What is it and How can FIGs help? Presentations 3 and 4	Read Light excerpt and email brief response (no more than 1-page). Use prompts found in Assignments link within Bb. Do not summarize the article.
Week 6	Last Lecture	1) Read <i>Last Lecture</i> . Use Lesson plan template in Assignments 2) Using a chapter from Last Lecture write a lesson plan with a 15 min. activity/class exercise. This lesson is for a FIG class that is struggling; they are either struggling with an instructor, turning in assignments or with college life etc. Objective: Analyze High School to College transition; Students will be able to identify transitional issues and the FSU resources that will assist them in making the transition to college. Bring to class.

<p>Week 7</p>	<p>Brainstorming topics, Lesson Plans and Timeline</p> <p>Presentations 5 and 6</p>	<p>1) Using the Bok article as a catalyst, bring 5 Lesson Plan topics for discussion (title and description).</p> <p>2) Lesson plan due, use template in Assignments. Your lesson plan should address how students can use in-class and out-of-class learning experiences to create a future and academia plan; "How to Get From Here to There." Objective: Students will identify goals, review their academic maps/plans and explore campus resources that can help them reach their goals.</p> <p>3) Write your anticipated resume for when you are 30 and bring it to class</p>
<p>Week 8</p>	<p>Classroom Challenges: Former FIG Leader Panel</p> <p>Presentation 7</p>	<p>Read Berube (pronounced Bear a bay) essay and write a brief response. Use prompts found in Assignments link within Bb. <u>Do not summarize the article.</u></p>
<p>Week 9</p>	<p>Excursions Possibilities, Academic Dishonesty, Time Management and Cognitive Learning Styles</p>	<p>1) Bring your completed Intellectual <u>and</u> Arts/Cultural Excursion form to class. Your Arts/Cultural Excursion form should be on an outing you have had in the last 6 months.</p> <p>2) Additional lesson plan due. Lesson plan should address Academic Integrity and its Relationship to Time Management with an in-class exercise. Objective: Explore time management techniques and gain an understanding of how learning strategies can maximize a student's learning experiences;</p> <p>3) Take VARK; A Guide to Learning Styles. Print off your results and bring to class. http://www.vark-learn.com/english/page.asp?p=questionnaire</p> <p>4) Explore http://www.khanacademy.org/ and http://ace.fsu.edu/toolbox.html</p>
	<p>Spring Break</p>	<p>Read from Recommended Reading List</p>
<p>Week 10</p>	<p>Presentations 8 and 9</p>	<p>1) Additional lesson plan due. Lesson plan should address how students can broaden their knowledge and connect their interests with the larger academic community (intellectual readings/articles related to the FIG topic) Objective: Students will understand how to find learning opportunities available outside the classroom (i.e. TERC, PUBMED). There will be a peer review and discussion of your lesson plan.</p> <p>2) Explore http://www.ted.com/</p>
<p>Week 11</p>	<p>Faculty Visit</p> <p>Presentation 10</p>	<p>1) Attend Intellectual Excursion; Undergraduate Research Symposium April 1st, 2014 in Honors, Scholars and Fellows House http://our.fsu.edu/symposium.html</p> <p>2) Additional lesson plan due. Lesson plan should address how students can interact with their instructors and fellow students in ways that support their goals ("Applied Learning" i.e. Undergraduate Research, Honors in the Major, DIS opportunities, UROP, Global Scholars, Internships). Objective: Students will be able to identify opportunities through FSU that develop skills which apply to real world situations. There will be a peer review and discussion of your lesson plans.</p>
<p>Week 12</p>	<p>Lesson Plans</p> <p>Presentations 11 and 12</p>	<p>Work on tentative timeline.</p> <p>email your Intellectual Excursion Reflection to</p>

		ecrabtree@fsu.edu ; be sure to use Bb prompt
Week 13	Lesson Plans Presentations 13 and 14	Submit copy of syllabus and timeline.
Week 14	Academic Excellence and The Academic Culture Panel Presentation	Read Wallace <i>The Value of Following Passion in a Jobless World</i> , article & submit brief response using Bb prompt
Week 15	Wrap-up	Review your response to student comments from HUM 1920 survey and submit an updated response/statement of goals for your FIG class that incorporates ideas you have developed throughout the semester. Be prepared to submit a complete set of 15 lesson plans and timeline at the August workshop. Include at least one lesson plan that addresses how they can pursue the FIG topic within the FSU scholarly community (i.e. clubs and organizations),
Finals Week		No Final

****Important Dates for Fall Semester**

- Pre-Semester FIG Leader Meeting and Reception (sometime **during the week before fall classes** begin--plan for a full-day). **This meeting is Mandatory. Tentatively set for Friday August XX (all day)**
- Fall semester begins on **August XX**.

****University Attendance Policy:** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

****Academic Honor Policy:** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

****Americans With Disabilities Act:** Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>