

MATH 8001

6 April 2012

Summer courses

Retrieve tests and submit syllabi at the end of the period.

Summer teaching applications due to Bonny by next Friday 13 April.

Kaler's State of the University address, 1 March 2012

“I'd like to take a serious and rigorous look at moving to a year-round academic calendar. This would include three 14- or 15-week periods that – with sincere apologies to our English faculty – I am going to call semesters, even though there are three. . . My vision for a year-round calendar would also incorporate an extended winter session in January.”

Kaler's rationale:

- graduate in less than four years
- study abroad/internship/project opportunities in winter
- increased use of existing infrastructure
- greater tuition means more faculty

Any issues arising in your current teaching?

Summer courses

1. Managing the two-hour class period
2. Managing the eight-week schedule

Managing the two-hour class period

- Take attendance.
- Your class is both lecture and discussion. Change pace by alternating between introducing topics and facilitating practice.
- Give frequent quizzes and daily homework.

Managing the eight-week schedule

- Be clear about the work expectation on the first day.

Student workload expectations per undergraduate credit.

For fall or spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the course to achieve an average grade.

- Give an early assessment.
 - Build in review days before tests.
 - Daily homework encourages students to keep up with the pace.
- Use HW check as an attendance taker.

Other considerations

- I didn't really think about anything else for those eight weeks.
- Office hours.
- Collaborate with other instructors of the same course.
- Usually paper-graders are available during the summer.