

PREPARING FOR THE FIRST CLASS

Before the first class meeting, remember to:

1. Submit all required paperwork including resume, transcripts, fingerprints, TB test results.
2. As soon as you are hired, obtain a course outline from the School Office for the course(s) you will be teaching.
3. Obtain departmental guidelines and sample course materials from your department chair or the School Office. These will aid you in developing your course. If one exists, meet with the faculty mentor for the course(s) you are teaching.
4. Obtain the course textbook(s) from the SWC Bookstore 619 482-6362.
5. Prepare a syllabus to handout to your students on the first day of class. The syllabus contains the operational and academic procedures and objectives for the class. (See the SSBH syllabus checklist for further information). Submit via Email a copy of your syllabus to the School Office the first week of class.
6. Ask the SSBH Office for the class max (the maximum number of students who can enroll in the course) for each course you will be teaching. Be aware that impacted classes may have as many as 20 students listed on the "Wait List." In addition there may be "crashers" on the first day (students what are not on the wait list, but who wish to enroll).
7. Submit all duplicating requests for the first week of classes at least two weeks ahead of the first day of the semester to Office Support Services. Submit your request electronically to OSS2@swccd.edu with the proper form any question regarding your request you can call extension 5210. Be sure to have enough copies of your syllabus, etc. for enrolled students as well as the wait and crash list.
8. Become familiar with the SWC Catalog and Class Schedule. Acquaint yourself with the services available to students: tutoring, counseling, financial aid, and disability support services. Familiarize yourself with the learning resources available to you and your students (library books, film, material in the LRC, Writing Lab, and computer programs). See Instructional Resources.
9. View and print your rosters online on Web Advisor. These are for your use only and are not submitted to Admissions & Records.

10. Obtain a key to your classroom, two or three days before your class begins, if necessary in your School Office 470K.
11. Contact CSS at extension 4357 to set up your email account. Check your messages often. Email is our main form of communication.

ON THE FIRST DAY OF CLASS

First impressions are lasting impressions. The first day of class sets the tone for the whole semester. When instructors arrive promptly, provide evidence of careful planning, and conduct class in a respectful manner, most students will respond in kind.

1. Arrive well before the scheduled beginning time of the class. This will let your students know that you expect punctuality and that they can expect you to come early to confer with them.
2. Introduce yourself. Write your name, course and section number, meeting times and days on the board.
3. Take attendance by reading the names on the roster (and waiting list). Review the roster prior to attempting to pronounce student names. (A suggestion is to hand out your syllabus while you are taking roll, allowing students time to peruse the document). If needed, pass around a paper for crashing students to sign (and give their student ID number).
4. Give out your course syllabus and go over the information on it. Encourage questions about the course requirements, prerequisites, grading and attendance policies, all of which need to be stated in writing on the course syllabus.
5. Review college regulations. Note that smoking, drinking, or eating is not permitted in the classroom; no alcohol is allowed on the campus; parking is by permit only in the SWC lots.
6. Set an example that all class time is important. Teach the first class for the entire time.
7. Wait until the end of the scheduled time to mark absent any student who does not attend the first meeting. This allows those who get lost or have trouble parking the time they need to find the classroom.

8. At the end of the class period, add students on the waiting list to fill any vacancies left by “no shows.” If you still have room, add others who wish to set in until enrollment reaches the maximum allowed for your course.

GOOD PRACTICES

1. Establish a method early in the class to learn student names. You may wish to utilize a seating chart or name tags.
2. Establish yourself as a professional. Be sure students address you in class appropriately. For many faculty, especially first-time instructors, a first name relationship may not work. Review with the class the highlights of your expertise and why you are excited about teaching.
3. Establish a good learning environment. As an instructor, you are responsible to establish and maintain an environment conducive to student learning. A good learning environment is one in which:
 - a. Students feel physically comfortable
 - b. Students can see what is happening
 - c. Students can relax and not feel threatened:
 - by the teacher
 - by other students
 - by outsiders
 - d. A teacher can be comfortable while learning
 - e. A student can be comfortable while learning
 - f. There are few outside distractions
 - g. There are few inside distractions
 - h. Everyone has the same opportunity to participate.
4. Develop techniques that will facilitate learning, not just impart information. Learning can be facilitated by instructor preparation and planning that includes a variety of presentation methods, including:
 - a. student involvement in question and answer sessions.
 - b. discussions
 - c. group problem-solving
 - d. brainstorming
 - e. debating
 - f. giving reports and summaries (written and oral)
 - g. panel presentations
 - h. role-playing
 - i. a variety of presentation methods
 - j. opportunities for students to get acquainted with each other and the instructor.
 - k. use of A-V materials, videotaping
 - l. assignments that demand writing
 - m. clearly stated goals and objectives

- n. regular testing to see that the goals and objectives are being met
- o. prompt grading and return of assignments
- p. every effort to stimulate students to do their best work.

5. Forestall Problems

- a. Classroom management is critical to student satisfaction.
 - 1. Be consistent in how you treat each student.
 - 2. Return graded assignments promptly.
 - 3. Be sure students know how to compute, for themselves, where they stand in the class.
- b. Self evaluate your classes.
 - 1. Continue doing what worked
 - 2. Fix what didn't
- c. Obtain feedback from your students within the first three weeks of you class.
 - 1. Evaluate class examination and quiz performance.
 - 2. Ask students for feedback (anonymous notes, open discussion)
- d. Communicate clearly and respectfully
 - 1. If students know that you expect and demand performance, they will tend to work harder.
 - 2. Be aware of your tone or choice of words in dealing with students. Communicate on an adult-to-adult basis.
- e. Don't ignore problems-they won't go away
 - 1. When you begin to observe individual student problems (i.e. chronic tardiness, excessive absences, missed homework, or major assignment) discuss them with the student privately.
 - 2. Failure to handle problems may demoralize your good students.
- f. Remember that you are not alone. Counselors, colleagues and administrators are available to help you whenever possible.

6. Teaching is a joy! Let it show!