

My Expectations

Much of what I expect of students is in your syllabus; the bigger 'why' of course design and pedagogy is grounded in the expectation that students invest in their LEARNING, which may look very different from student to student and may also be very different from being invested in GRADES.

As the list of Expectations for All Class Meetings (on the next page) implies, communication is very important. **I expect** students to keep me informed about unavoidable absences or other things that interfere with your ability to engage in the course or complete your work. One, it is common courtesy and eliminates my 'making things up' about why you are not in class or not turning in work; two, it allows us to communicate about strategies to help you. I am here for YOU; I want you to succeed and staying in touch helps me help you!

I expect students to be prepared for class; specifically, that means I expect students to have read / reviewed and taken notes on ALL required materials, and completed other relevant work Tools PRIOR TO class. **I expect** students to bring notes as well as questions/concerns to class; **I expect** students to arrive in class ready to engage in a collective learning experience; **I expect** students to rely on your understanding/recall of Required Materials and to grapple with problematic/complicated course materials as part of a collective learning experience.

I expect students to keep themselves informed about their grades and to improve their work/grades for the future. Grading rubrics provide clear objectives for course work and comments to provide strategies for improving FUTURE work. In addition to talking with the whole class about patterns I'm seeing in your work, **I expect** you individually to talk with me about feedback that is unclear to you. I will reach out to you in a variety of ways over the semester; **I expect** a response, in future work, by e-mail, in a face-to-face chat.

I expect students to: 1) use assignment instructions as checklist; make sure you've done everything asked before you submit. 2) use rubrics for self-evaluation of your own work; use them to identify goals/best practices, to note what is missed/missing, and use comments to guide future work. ASK questions; and **I expect** you to remember that my goal is to help you learn – there are very few 'yes' or 'no' answers in life and learning.

Fundamentally, **I expect** students to be PROACTIVE about their own learning and meeting their own needs. For many of you, this is about expanding your comfort zones to work with your classmates AND me to build a bigger, broader, more diverse AND more effective network to support you academically and socially and to carry you into your futures.

I expect course work to challenge you; **I expect** YOU to become more efficient and more effective LEARNERS and deeper and more self-reflexive thinkers at the same time. That does not include work that is a 'waste of your time' OR work that you can do EFFECTIVELY withOUT thinking about it. **I expect** this experience to increase your confidence in learning and trust in your classmates and that you will gain clarity about your goals and your pathways for achieving them. All of which is about supporting SU's mission (<https://www.salisbury.edu/discover-su/mission-values.aspx>) part of which states: *"Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world."*

Expectations* for All Class Meetings

- Take time to become settled and focused for the class.
- Listen fully to others; use your senses, feelings, intuition, imagination, rational faculties.
- Do not interrupt.
- Do not formulate what you want to say while someone else is speaking.
- Pause between speakers to absorb what has been said.
- Speak for yourself only, expressing your own thoughts and feelings, referring to your own experiences and understanding.
- Avoid being hypothetical, and steer away from over generalizing.
- Do not challenge what others say (asking for clarity AND to achieve deeper understanding is not the same thing as 'challenging').
- Listen to the group as a whole – to those who have not spoken aloud as well as to those who have.
- Generally, leave space for anyone who may want to speak a first time before speaking a second time yourself.
- Hold your desires and opinions – even your convictions – lightly.
- **Refrain from side bar conversations**
- Mind your pronoun usage
- **Turn off all technology when not using it for class activities** – (make outside arrangements for being notified of emergencies)
- **Begin and end meetings on time** (this is also about students ARRIVING to class on-time AND being fully present throughout the class period)
- Maintain personal accountability for:
 - Completion of classtime agenda
 - Success of classtime

* there are consequences for non-compliance with the above. Bolded statements indicate those that directly impact your grade BECAUSE they are disruptive to the collective learning experience. See the syllabus for more information. Others indirectly impact the quality of your learning and therefore your grade. ALL reflect practices associated with a General Education SLO, Intercultural Competence ***“to demonstrate behaviors to support effective and appropriate interactions . . . that build and enhance relationships.”***

I may engage you in conversation as a class and/or individually about specific behaviors that interfere with building or enhancing relationships. That said, recognizing that you, as students, and I, as a member of the faculty (and a different age group) have different 'cultures', ensuring that WE understand each other may REQUIRE you to 'call me out' on behaviors that feel inappropriate to you. We'll discuss them!