

A SEMESTER AT A GLANCE

Week 1: Starting the Semester Right

- Consider using a syllabus contract.
- Teach content beginning the first day of the course to set the stage for the rest of the semester.
- Train your students to sign a roll sheet each day (in person or virtually through an online log).

Week 2: Building Rapport with Your Students

- Make sure to learn your students' names.
- Establish a course routine.
- For face to face courses, engage students outside the classroom; hallway contact matters. For online courses, try to offer frequent and meaningful virtual feedback.

Week 3: Assess Early and Often

- Studies show that students need opportunities to learn how our courses work and what they need to do to be successful.
- Assign a brief writing assignment or a smaller assessment so students begin earning grades as early as possible.
- Design assignments that will lead students toward successful behaviors and skills.

Week 4: Develop Study Accountability Techniques

- If you assign homework, a group review exercise that connects to a completion/participation grade offers incentive.
- Devise guided reading assignments that encourage textbook or resource reading.
- Conduct quick note checks or quizzes.

Week 5: Promote Study Skills

- Utilize a course calendar and stay on schedule.
- Introduce campus or E-learning resources such as tutoring or the library.
- Encourage study groups among your students.

Week 6: Consider Using an Online Supplement in F2F-Only Settings

- Post all grades in the gradebook provided in Moodle or Blackboard to allow students to monitor their status in your course.
- Send group email announcements to your classes or connect individually with students.
- Encourage students to access your site by providing classroom documents.

Week 7: Encourage Campus Activities or Involvement

- Forward campus announcements to your students.
- Offer small amounts of extra credit for students who attend content suitable events.
- Take classes to campus events when appropriate.

Week 8: Mid-term Review

- Provide your students with a mid-term average.
- Meet individually (virtually is ok!) with all students with borderline grades.
- Outline a plan for success for the rest of the semester.

Week 9: Promote Active Learning

- Try new activities in your courses since most studies show students only retain 5% of lecture material.
- Use visual aids and quick feedback quizzes to engage students. Encourage discussion.

Week 10: Incorporate Group Work

- Conduct small group discussions prior to larger group discussions.
- Assign group presentations for the end of the semester.
- Provide good clear instructions and time for preparation.

Week 11: Follow Your Syllabus Policies

- While students may have good excuses this late in the semester, stick to your policies.
- Remember anytime you accommodate one student, you should do it for all students.
- Set the stage now for final grades, make sure students know how their final average will be calculated.

Week 12: Keep Your Supervisor in the Loop

- Notify your supervisor of any potential issues.
- Maintain good attendance and grade records.
- Document thoroughly any student issues you may have.

Week 13: Gearing Up for the End of the Semester

- Evaluate your course calendar and plan out the rest of your semester.
- Do not encourage study cramming by lecture cramming – set a reasonable pace.
- Check your records; are all forms completed?

Week 14: Prepare Your Students for Finals

- Provide students with final exam schedules.
- Review project guidelines and due dates.
- Remind students of their averages and meet with borderline students.

Week 15: Surviving and Thriving During Finals

- Stick to your schedule; there should be no surprises for you or your students. Grade ahead; make sure you will only be grading exams during this week.
- Design exams that can be graded in a timely manner.

Week 16: Finishing Out the Semester

- Be aware of campus deadlines.
- Turn in grades on time.
- Keep accurate copies of your grades and attendance; these are legal documents.

Prepared for NC-NET by the Adjunct Institute at Alamance Community College