**Activity Title:** Syllabus Search

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| **Description:** On the first day of class, I project about 8 information questions about the syllabus on the screen, for example, “What are my office hours?” and “What is my homework policy?” I give the students 5-10 minutes to find the answers. They can just note in the syllabus where they are located. Then we go over the answers as a class along with any other key points from the syllabus I’d like to highlight. **Strengths:** It forces students to become familiar with your syllabus and key policies. Telling them to just read the syllabus at home is a recipe for not reading the syllabus at all, which could result in much unnecessary misunderstandings and headaches later in the semester. | **Participant Level: WC****Prep Time: S****Class Time: S, M** (depending on how much info you want to go over in the syllabus)**When: B****Submitted by:** Prof. Ray GonzalesMontgomery College |

 **Code Legend:**

 Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

 Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

 When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)

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