

SO YOU'RE NEW FACULTY?

**A BEGINNER'S GUIDE TO TEACHING
THE "FUN" CLASS**

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UNIVERSITY OF IDAHO NEW FACULTY ORIENTATION 2019

GRAPHIC SYLLABUS

- Makes a strong first impression
- Grabs attention
- Students are more likely to read it
- Conveys information succinctly

Fall 2018

Anthropology 100

Introduction to Anthropology

Monday, Wednesday, Friday
12:30PM - 1:20PM
Teaching and Learning Center 29

University of Idaho

COURSE DESCRIPTION

Why do people believe different things? How do people communicate who they are to others? Why are inequalities present in society? Are certain societies more 'advanced' than others? How do we quantify and qualify the human experience?

Using a problem based approach, this course is an introduction to the discipline of anthropology. Through the examination of the major sub-fields in anthropology (physical, archaeology, socio-cultural, and linguistics), we will investigate a diverse spectrum of cultures past and present throughout the world. Along with focusing on the methodologies of anthropological research, the course will expose students to key themes with in the discipline that focus on social processes within human society.



Archaeologists working in New Philadelphia, IA

The text book for this course is set up to challenge our ideas. It is important to understand that a concept pertaining to culture can be controversial. This course addresses variable perspectives on human experience. Students in this course will broaden their perspectives about how people around the world deal with problems in their own lives and at a societal level. Moreover, students will better understand the factors that lead to cultural similarities and difference and how these shape the way people move throughout and experience daily life across the life course.

Students will leave the course with the skills to better understand and appreciate cultures outside of their own and to critically evaluate the world in which they live.

Please **DO NOT** use BbLearn to message the instructor.
Use email: Katrina@uidaho.edu
Email checked daily @ 3:30PM.

OFFICE HOURS

Dr. Katrina C. L. Eichner
Phirney 106
Wednesday 3:30 - 5:30PM
& by appointment

T: Jonathan Moon
Phirney 403
Monday 11AM - 12PM
Wednesday 1:30 - 2:30PM
JEMoon@uidaho.edu

REQUIRED TEXT



Essence of Anthropology
William A. Haviland, Herald
E. L. Prince, Dana Wallerby,
& Sunny McSride
4th Edition, Wadsworth
Publishing

COURSE WEBSITE



Information for this course can be found through the blackboard system at <https://bblearn.uidaho.edu>

The course website includes announcements, links to additional readings, lecture slides, class handouts, and assignment prompts. Be sure to check the website regularly.

COURSE REQUIREMENTS

To succeed in this course you will need to come to lectures, complete the readings, participate in class, and turn-in all assignments.

This course is based on a model of learning in which students actively engage with lectures, course readings (textbook and case studies), films, and class exercises to better gain mastery of the material. While most classes are lecture based, students will also take part in quiz games, small discussions, etc. as a form of active learning and peer engagement throughout the semester.

Core readings for each class should be completed during the assigned week and form the basis for class activities. You will struggle to pass this class without completing the readings.

Assignments are due in **HARD COPY** according to the schedule in this syllabus. However, grades will be distributed through the BbLearn website. **Late assignments will be deducted 10 points per day late.** There will be **NO make-up in-class assignments** without prior consent of the instructor before the missed deadline.



Margaret Mead, cultural anthropologist, in Samoa

Regrades are only accepted for **one** week, following receipt of grade. You must submit a typed justification with your request.
WARNING: Grades may decrease when assignments are regraded.

You may notice that there is no singular item that makes up the bulk of your grade. As the course is designed to build on material presented in weeks prior, students will be assessed on their ability to build-upon, synthesize, and analyze material presented throughout the semester.

GRADE ASSESSMENT

Exam 1	20%
Exam 2	20%
Exam 3	20%
In-Class Activities	10%
Garbage Exercise	10%
Language Exercise	10%
Ritual Exercise	10%

GRADING SCALE

A:	100 - 90
B:	89 - 80
C:	79 - 70
D:	69 - 60
F:	59 - 0

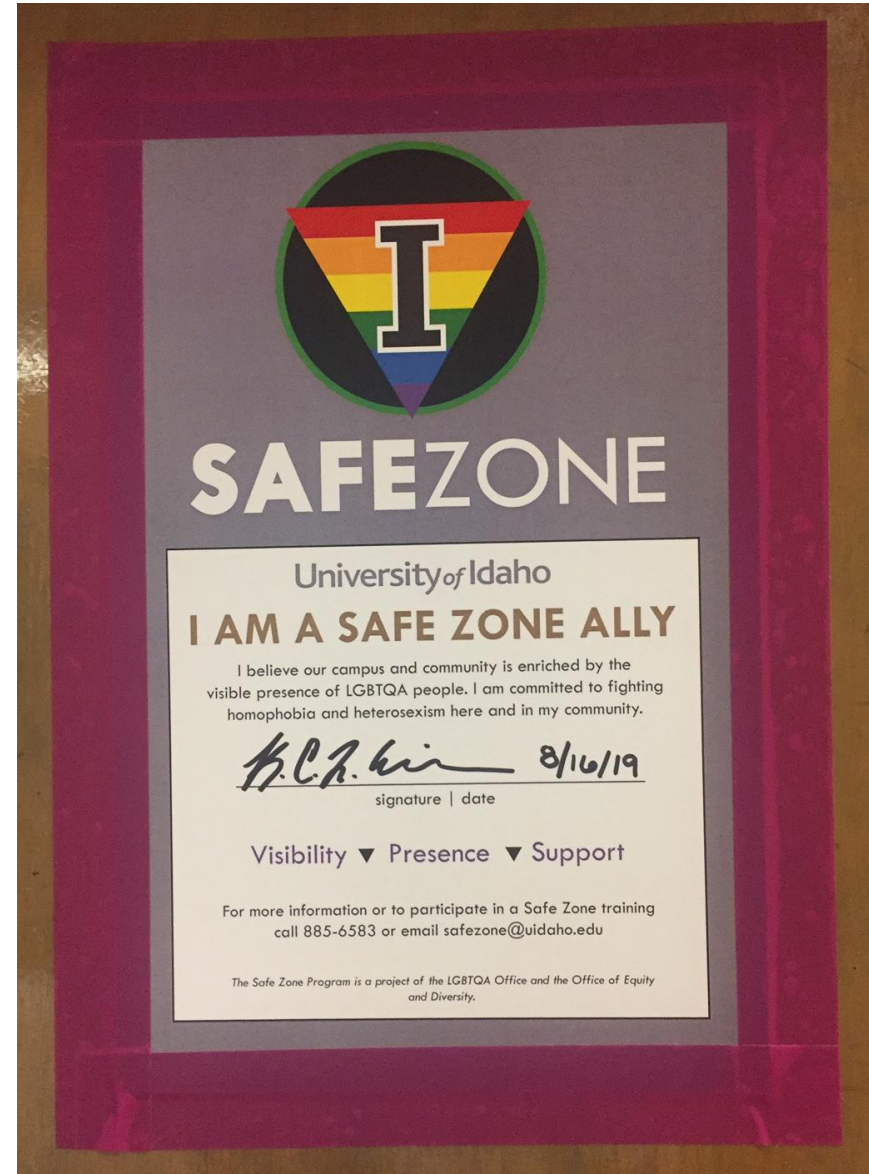
ASSIGNMENTS

- **Exam (23)** - There will be three tests over the course of the semester. Tests are **NOT** cumulative and will consist of multiple choice, matching, true-false, fill-in-the-blank, and short answer questions.
- **In-Class Activities** - Over the course of the semester students are expected to participate in discussions, group polling, film critique, etc. to enhance their understanding of course materials. **Attendance will be taken a random to keep you on your toes!**
- **Take-Home Exercises (23)** - these take home assignments give students the opportunity to practice being anthropologists. These short papers and worksheets ask students to analyze the world around them as a way to better understand key concepts discussed in the lecture.

★ **NOTE:** ★
All assignments are due in **HARD COPY** at the start of class on the due date.

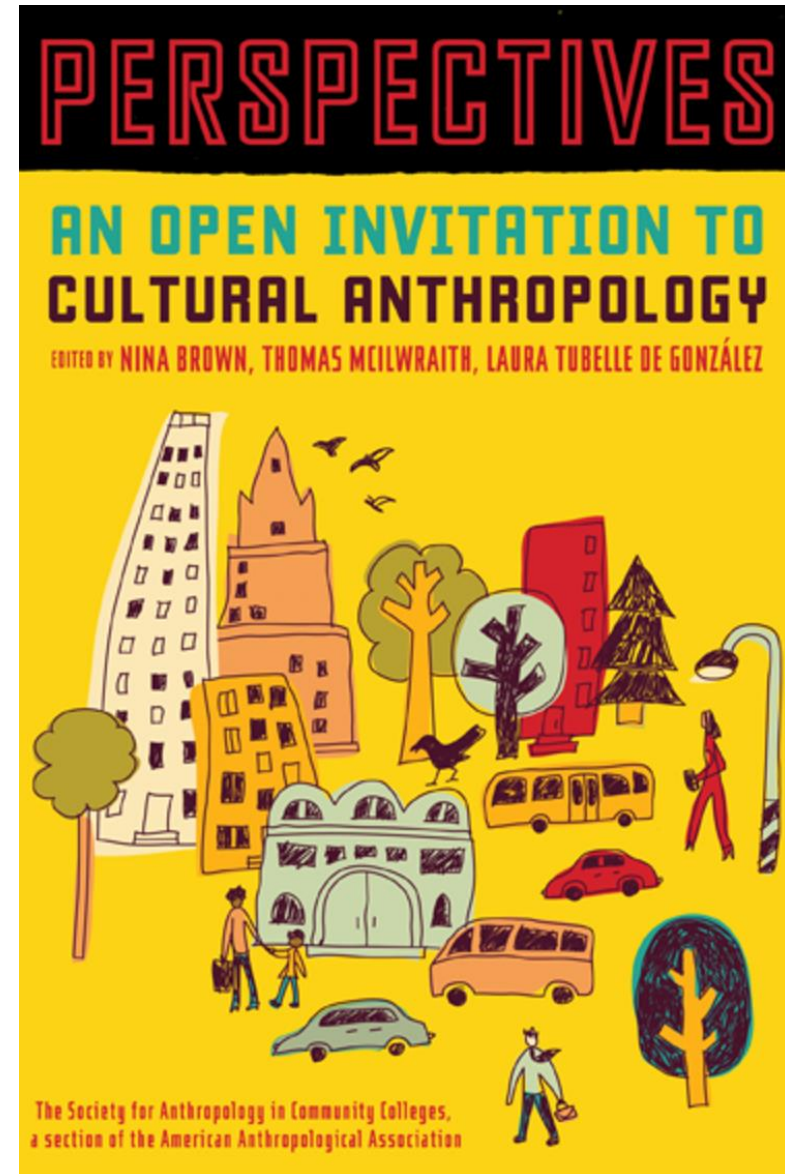
BE INCLUSIVE

- Model inclusivity and openness yourself
- Note card intro
- Flag your syllabus and office space with visual markers
 - Safe Zone Training from LGBTQA Office
- Make it clear you're willing to accommodate students
 - CDAR



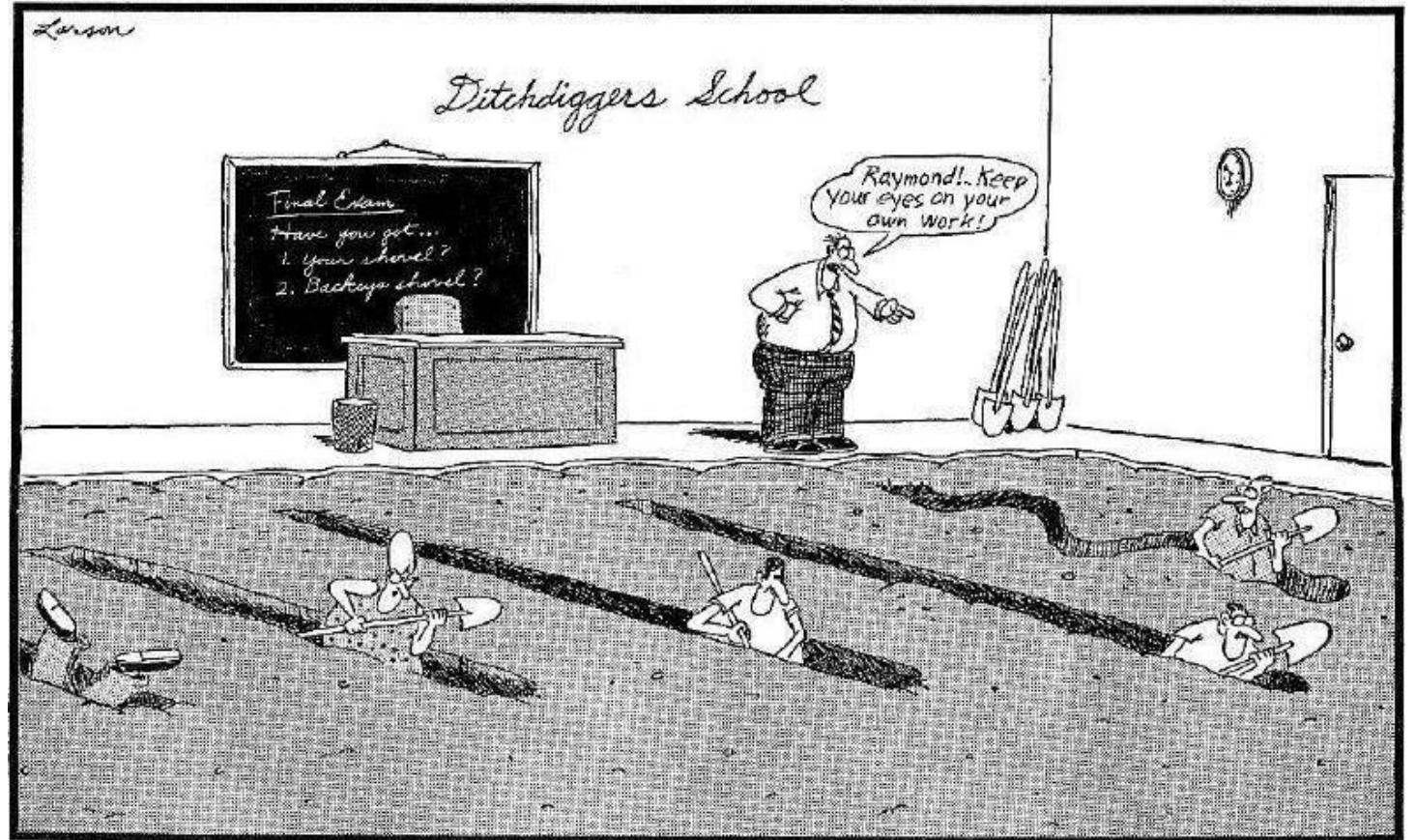
TEXT BOOKS OR FOOD?

- OERs (open educational resources)
 - Mine other people’s hard work! Just make sure to credit them.
 - Share your own course materials when you’re ready
- Videos, podcasts, or online exhibits instead of readings
 - Kanopy
 - Vimeo
 - Youtube
- What is NEW and interesting to you?
 - Blogs
 - News articles
 - Zines
 - Newsletters
- Pop culture is RELEVANT!



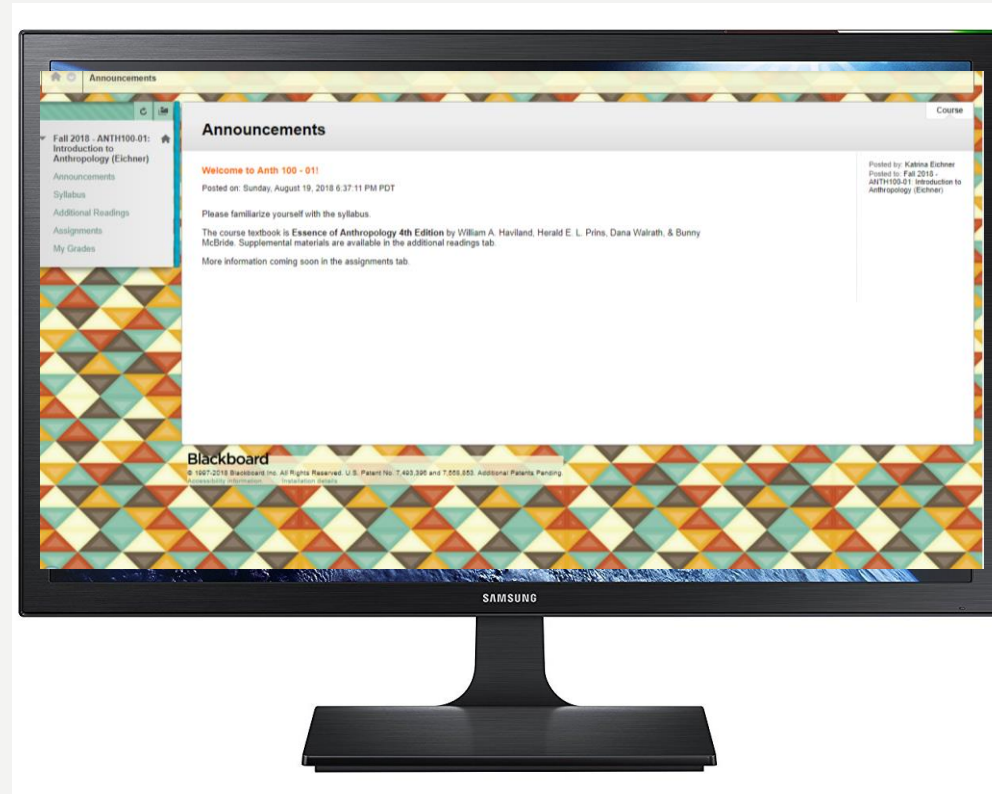
KEEP 'EM LAUGHING

- Memes
- Cartoons
- Vial videos
- Movie Excerpts
- Be your goofy self



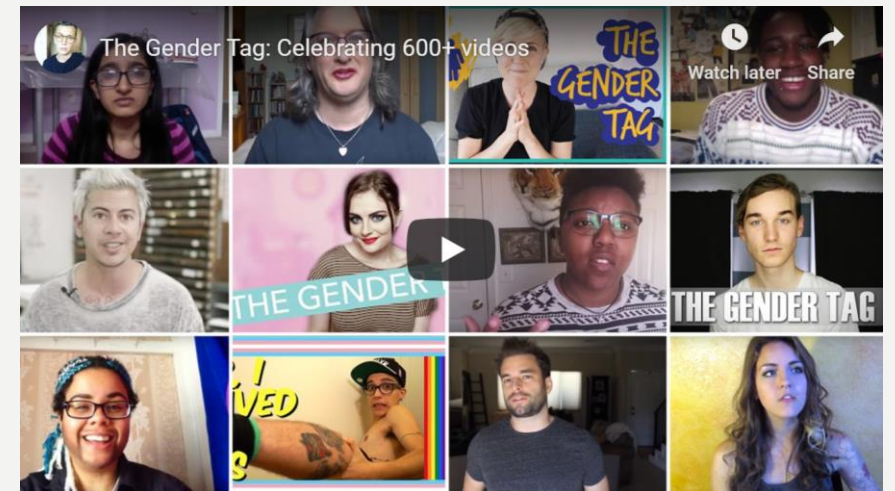
DON'T FEAR BBLEARN

- Modules
 - Outline goals and assignments
 - Assessments increase in difficulty deeper into module
- Embedded videos, podcasts, apps, etc.
- Share files
- Turn assignment in online
- Save trees by giving online exams
- Discussion groups
- Students will love you if you:
 - Keep grades up to date
 - Keep announcements to a minimum



NEW FANGLED TECHNOLOGY

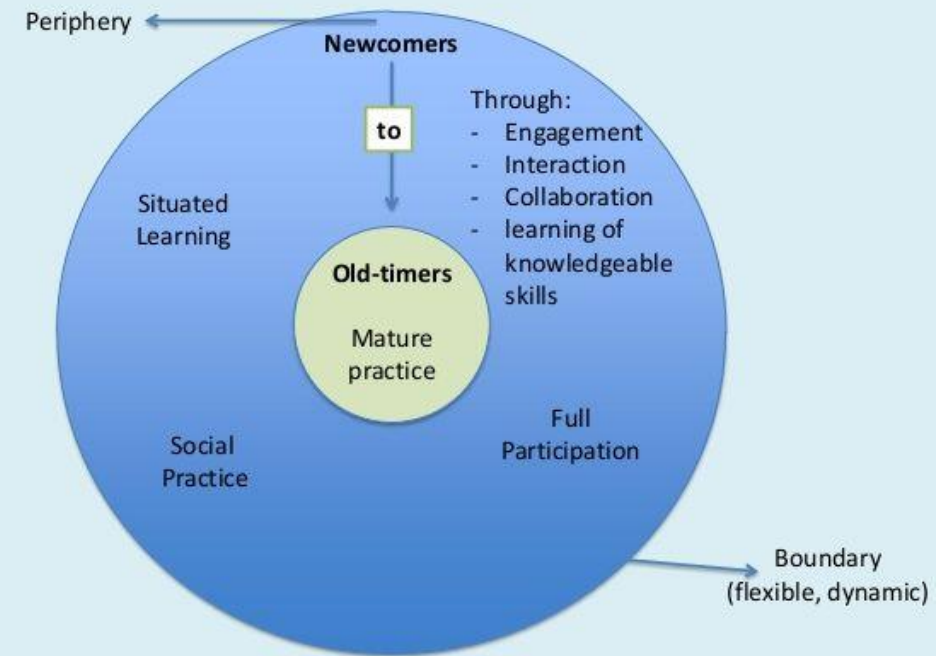
- Use apps and media to keep students engaged with one another
 - Padlet
 - Flipgrid
 - Poplet
 - Poll Everywhere
 - Lucid Chart
 - Google Docs
 - Wikidot
- Don't be afraid of social media to connect students to a larger community
 - Instagram
 - Twitter
 - Youtube
- Do you have to give an exam or paper?
 - Interactive Posters w/ QR codes
 - Storymaps
 - Wiki pages
- Blogs
- Online exhibits
- Video presentation
- Podcast
- Zine
- Social Media debate
- Social Media Viral Tag
- Visual Essays
- Keep online courses interactive
 - Zoom call ins
 - Google chat
 - Google Classroom
 - Slack



LOW STAKES LEARNING WITH A HIGH PAY OFF

- Legitimate Peripheral Participation (Lave and Wenger 1991)
 - Class is an apprenticeship in the discipline
 - Only assign tasks that a professional in your discipline would actually do!
 - Make sure you give students opportunities to try something (low risk) before you assess the quality of their work
 - Give students opportunities to correct their mistakes
 - How are students actively contributing to the discipline?
- Offer hands on learning opportunities both in class and outside of class
- Consider sending out internship and research opportunities to the class mailing list

LEGITIMATE PERIPHERAL PARTICIPATION



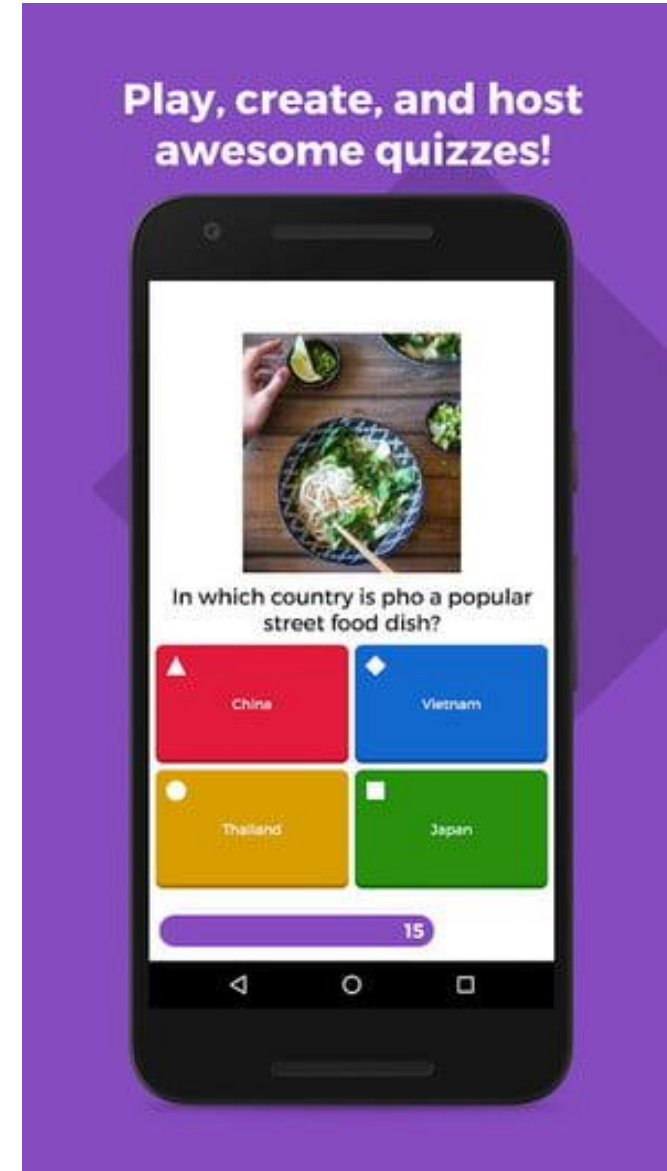
“BUT WHY SHOULD I CARE?”

- Keep students engaged by reinforcing how key themes and methods relate to their own lives!
 - Gets at “what’s the point”
 - Ex. Garbology Exercise
- Take a class meeting to talk about employment options in your discipline



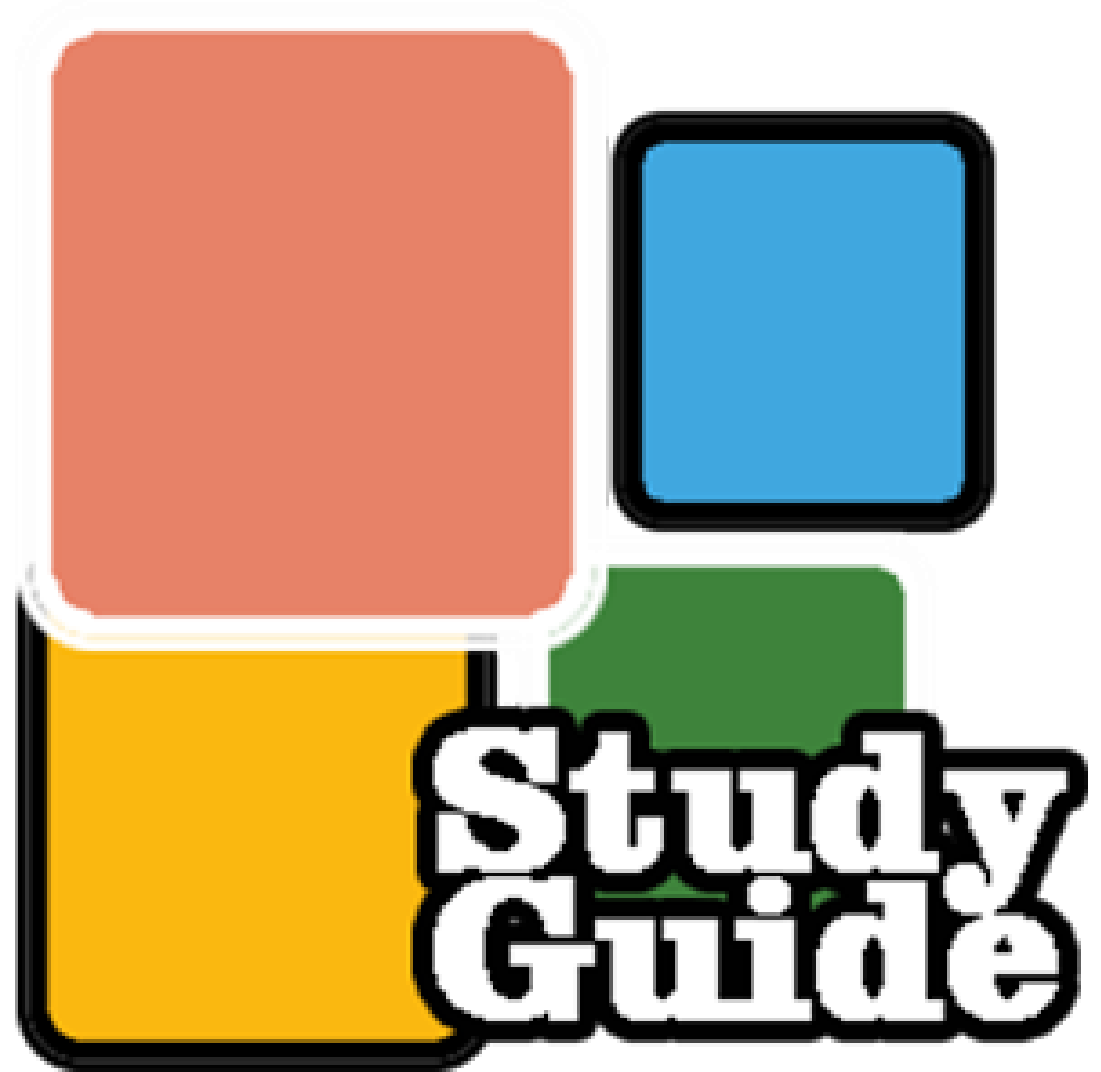
ACTIVE PARTICIPATION YES, EVEN IN LARGE LECTURES

- Consider using fancy versions of power point
 - Prezi
 - Nearpod
 - Doceri
 - Educreations
- Ovoid clickers if possible because they are very expensive
 - Kahoot
 - Poll Everywhere
- AP Activities
 - Think-pair-share
 - Fish Bowl
 - Expert Panel
 - Ex. Privilege Beads
- Get students moving around your space
 - Request rooms with moveable desks chairs
 - Go outside



HELP WITH EXAM PREP

- Give study guides
- In class review sessions really do improve grades
 - Jeopardy (Super Teacher Tools)
 - Kahoot
 - Socrative



REMEMBER:

**YOU DON'T
HAVE TO
REINVENT THE
WHEEL**



KEEP LEARNING HOW TO TEACH

- CETL workshops
- CDIL
- Check the Daily Register for training workshop announcements



End of Presentation



ANY QUESTIONS?

memecreator.org