The First Day Handout (FDH) is a very important document in your course.   The ANC 2010-2011 Faculty & Academic Staff Handbook addresses First Day Handouts on page 23, reprinted below.

During the first week of class, the instructor shall present a first day handout to every student. The first day handout should include the following items:

1) instructor's name	9) use of the internet/portal/LMS
2) location of class	10) attendance policy
3) office hours	11 academic dishonesty/behavior policy
4) telephone number	12) grading/testing procedures
5) course title/section number	13) unit/instructional objectives
6) course description	14) term assignments
7) required materials	15) make-up test policy
8) methods of instruction	16) ADA statement

To assist you in meeting the expectations of the First Day Handout and in preparation for our coming accreditation, we have provided the attached template and ask that you transition your current FDH to this format.

Sec.	I	Welcome	required
	II	Course Catalog Description	required
	III	Course Overview	required
	IV	Course Rationale	required
	V	Course Objectives	required
	VI	Course Prerequisites	required
	VII	Course Credits	required
	VIII	Required Texts and Materials	required
	IX	Supplementary Texts and Materials	optional
	X	Basis for a Final Grade	required
	XI	Grade Dissemination	required
	XII	Course Policies: Grade	
		Late Work and Make-up Policy	required
		Extra Credit Policy	required
		Grades of Incomplete	required
		Rewrite Policy	optional
		Group Work Policy	optional
	XIII	Course Policies: Technology and Media	
		Email	required
		Internet	required
		Laptop Usage	required

	Classroom Devices	required
	Classroom Response Clickers	optional
	Course Blog or Wiki	optional
	Computer Labs	required
	Technology Support	required
XIV	Course Policies: Student Expectations:	
	Disability Access	required
	Attendance Policy	required
	Professionalism Policy	required
	Academic Conduct Policy	required
	Learning Assistance Center	required
	Other Student Support Services	required
XV	Important Dates to Remember	required
XVI	Unit and Instructional Objectives with Schedule	required
XVII	Essay and Project Assignments	optional
XVIII	Disclaimer	required

Words in red are to be used as written. Sample statements and suggestions are included in black

Please post a final copy of all FDH in the First Day Handouts subsection on the myANC Resources tab. Click on your Subject Area page and then click on the course name. Add a Thread with your name and the semester (or academic year if your FDH doesn't change from semester to semester.) Attach your FDH to this new thread.

Also send a copy to your department/division head or campus coordinator as instructed by the particular department/division you are teaching under.

General questions can be sent by email to cmills@smail.anc.edu or contact your appropriate department/division contact.

Course Number: Course Title
Department Name
Arkansas Northeastern College
First Day Handout

Instructor:	Instructor Name	Term:	Fall 2009
Office:	Office Number	Class Meeting Days:	Days
Phone:	Phone for Office	Class Meeting Hours:	Time
E-Mail:	Instructor Email	Class Location:	Building and room
Website:	Instructor's personal website, if applicable	Lab Location:	Building and room
Office Hours:	Date and time		

I.   Welcome!
Address your students directly with a statement of welcome or a call to learning.

II.   Course Catalog Description
Use the description from the catalog

III.   Course Overview   Short description of the course. Also, you can include the departmental description, and your personal description of the course.

IV.   Course Rationale: Use rationale for your specific course OR, General Education courses can use the rationale for their subject area listed in the current ANC college catalog pages 68 and 69.)

V.   Course Objectives
What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Objectives should be specific rather than general, speaking to skills and performance rather than knowledge. Objectives should also be clearly measurable. Often, objectives use the phrasing "by the end of this course, students will be able to…"

VI.   Course Prerequisites
What do you expect your students to know coming into this course? Include skills, and course pre-requisites

VII.   Course Credits
List number of course credits

VIII.   Required Texts and Materials
Full text citations of all required materials

Guidelines for achieving desired level of understanding
Required library/library-accessible resources can be described here

IX.   Supplementary (Optional) Texts and Materials
Full text citations of any supplementary materials

X.   Basis for Final Grade
Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring "authentic" assessments, which are based as closely as possible to real world experiences.

Assessment	Percent of Final Grade
e.g., Essay 1	20%
e.g., Midterm	15%
e.g., Group Project	15%
e.g., Essay 2	30%
e.g., Final Exam	20%
	100%

Insert grading scale here. We have provided a template for your grading scale. Feel free to adjust for your own grading scale, if different:

Grading Scale (%)	
90-100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

XI.   Grade Dissemination
Explain how students will learn of their grades from individual assignments and assessments. Include a statement about midterm and final grades.

Example :
You can access your assignment grades online by logging in to this myANC course and clicking on Coursework (http://myanc.anc.edu). Mid-tem and final grades can be accessed using Campus Connect on myANC.   Please note that scores returned mid-term are unofficial grades. If you need help accessing myANC contact the ANC Helpdesk by email: ANChelp@smail.anc.edu.

XII.   Course Policies: Grades

Late Work and Make-up Policy: Offer specifics about your policy on late work.
Example:
There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy: Offer specifics about your policy on extra credit.
Example:
There is only one extra credit assignment: building a wiki of course content (see "course wiki " below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

Grades of "Incomplete":
The current College policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by mid-term of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Offer additional specifics about your policy on incomplete grades.

Rewrite Policy: Offer specifics about your policy on rewrites as they apply to your course. If none, remove paragraph.

Example:
Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Essay Commentary Policy: Offer specifics about your policy on essays as they apply to your course. If none, remove paragraph.

Example:
Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

Group Work Policy: Offer specifics about your policy on group work as they apply to your course. If none, remove paragraph.

Example:
Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

XIII.   **Course Policies: Technology and Media**

Email: Arkansas Northeastern College has partnered with Google to host email addresses for ANC students. myANCmail accounts are created for each student enrolled in the current semester and is the email address your instructor will use to communicate with you. Access your email account by going to http://mail.google.com/a/smail.anc.edu and using your first and last names, separated by a period for your username. Your default password is your Student ID, no hyphens.   If you cannot access your student email, contact the MITS department at 762-1020 ext 1150 or ext 1207 or send an email to ANChelp@smail.anc.edu.

Also include how email will be used, who will communicate with whom, expected response time, will you check it on weekends, etc.

Internet: This course has a web component on myANC.

describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc Include references to other Internet-based learning systems you use(My IT lab, My Spanish lab, Aplia, etc.)

Laptop Usage: Describe your policies for using laptops throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion, feel free to state it here.

Classroom Devices: Describe your policies for using calculators, tape recorders, other audio & technology devices for your course

Classroom Response Clickers: If your course includes the use of student response devices, provide specifics about the usage and how to get started. Example:
We will be using e-instruction in class on a regular basis. You will need to purchase a CPS pad (commonly called a "clicker") from the bookstore or computer store and bring it with you to every class session. It would be wise to bring extra batteries as well, as we will be using the pads in activities that count for class points. The purchase of a CPS pad is NOT optional; it will be used as an integral part of this course. I will provide a short demonstration of how to use CPS in class. Note: Students should purchase ONLY ONE "CLICKER" because the same unit can be used in every class that chooses to use the CPS system. After you purchase your clicker, you must register your clicker online for this class. It is imperative that every student register their unit no later than the first week of class. Instructions for the registration process can be found on the handout. Purchase your clicker at the Computer Store. Note: the Bookstore may also stock these, but they may try to sell you one of the other clickers, either a competing system or an older version of the desired system. Make sure you buy the clicker that looks like the image above.

Course Blog or Wiki: If your course includes a blog or wiki, provide specifics about its location and usage.

Example:
Your participation grade depends upon your communication in class sessions and online. In addition to message boards in myANC, you may also communicate via 'comments' on the course blog, where the instructor will post news items and provocative questions related to our content. The URL for our course blog is (*enter URL here*) or you may access the blog via RSS.

Computer Labs: In addition to general-purpose classrooms, a number of computer laboratories are provided for instructional and student use. These networked laboratories are state-of-the-art and fully equipped with computers, printers, Internet connections and the latest software. The labs are open to students enrolled in one or more credit hours at the College.

Technology Support: A lab assistant is generally present in the computer lab in B202 for assistance in using the College computers. These assistants cannot help you with course assignments; specific questions regarding the technology requirements for each course should be directed to the instructor of the course. Problems with myANC or College email accounts should be addressed by email to ANCHelp@smail.anc.edu.

XIV.   **Course Policies: Student Expectations**

Disability Access: Arkansas Northeastern College is committed to providing reasonable accommodations for all persons with disabilities. This First Day Handout is available in alternate formats upon request. Students with

Attendance Policy: Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here.

Example for INET courses: Traditional attendance will not be taken due to the Internet nature of this course. In the event a student's last date of attendance is required for reporting reason, the date of the last assignment turned in will be reported. As a courtesy, please let your instructor know if you have decided to drop the course. Unless you notify your instructor you will continue to receive emails concerning the course.

Professionalism Policy: Offer specifics about your policy on professionalism or late arrivals.

Example for Face to Face course: Per classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings.

Example for INET course: When using email and discussion forums, remember that they are an all-text medium. Social cues that help bring meaning to normal conversations such as tone of voice, facial expressions and body language are not present. Clear and careful writing is especially important. Be careful with wit and humor. Without face-to-face communications, wit and humor may be viewed as criticism and disrespect.

Academic Integrity Policy:

Offer additional specifics about your policy on cheating or plagiarism. Call specific attention to plagiarism, perhaps even defining it for your students.

Additional Statement helpful in INET courses: Studying together is acceptable and encouraged because such can be helpful in learning; but each class member is expected to prepare class assignments and test alone based on his/her knowledge and individual effort.

XV.   Important Dates to Remember

Example:

Last Day to Add/Drop Classes:	Fri, August 21st, 2009
Mid – Term Week:	Week of October 5th , 2009
Withdrawal Deadline:	Fri, November 6th, 2009
Final Exam Week:	December 3rd-9th, 2009

Include dates that are important in your course schedule as well as College dates shown on the academic calendar. Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor.

XVI.   Unit and Instructional Objectives with Schedule*

Example:

Unit I, <u>Gilgamesh and the Old Testament</u>, (6 Weeks)

Rationale: Western Civilization was born with the Greeks. A knowledge of the roots of our democracy, civil liberties, philosophy, drama, poetry, and architecture lies within the Greek civilization. A comparison of the Greek culture with the Mesopotamian and Hebrew culture is also necessary.

Objectives: The student will be able to:
1)   analyze the ancient concept of the hero as exemplified by Gilgamesh.
2)   Compare the Mesopotamian creation myths with the Hebrew version.
3)   Identify various terms associated with the Greek world.
3)   identify the important Gods and Goddesses of Greek mythology
4)   discuss the Greek point of view.
5)   identify the differences and likenesses of the Greek myths with the Mesopotamian myths.

Activities:
Read: "The Ancient World", pp. 1-8
                <u>The Epic of Gilgamesh</u>. pp. 16-46.
                <u>The Old Testament. pp. 55-57.</u>
                Lecture Handout.
                Handout on Greek Gods

Assessment: The examination over this period will consist of fill-in-the-blank, short answer, and essay. You will be asked to identify, list and evaluate characters, situations, and traits of the Greek world. There will be a reading quiz over <u>Gilgamesh.</u>

UNIT II, Greek Drama (2 weeks)

Rationale: The origins of Greek drama are paramount in any study of drama. It is from the Greeks that Western man gets his concept of tragedy and comedy.

Objectives: The student will be able to:
1)   identify the major concepts in the development of Greek Theater.
2)   list the functions of the chorus.
3)   discuss the characteristics of Aristotle's ideal tragic character.
4)   analyze and discuss the tragic flaw(s) of <u>Oedipus</u>.
5)   analyze and discuss the characters of <u>Medea</u>.

6) discuss the concept of dramatic irony in <u>Oedipus</u>.
7) discuss the basic ideas of Sophocles and Euripides.

Activities:

Read: Sophocles <u>Oedipus the King</u>, pp. 596-640.
         Euripides <u>Medea</u>, pp. 640-672
         handout on Sophocles
         handout on Euripides

View:

         Video-tape on <u>Oedipus</u>
         Video-tape on <u>Medea</u>

Assessment: The test over this unit will be similar to the last test. Fill-in-the-blank, listing, and essay questions comprise the exam.

* Note: The Schedule is subject to revision

XVII.   Essay and Project Assignments

You may wish to list each assignment and what characterizes this assignment from all others. You made add reference text page numbers, the topics needed to complete this project, brief problem specification, etc

Example:
Project: Hovercraft Creation
Due Date: February 27
Working in teams of three, design and build a hovercraft made out of blow dryers (hair dryers) provided in class. Teams will compete for furthest distance traveled. Your project must consist of an abstract, design drawings, and a discussion paper that includes the theories used and their applications in your design.

Any rubrics used to grade the projects or essays should be included on the First Day Handout as well. See the sample below:

Essay Grading Rubric

Points	Conceptual	Thesis	Development and Support	Organization	Language
10	has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful	essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight; scope of thesis is ambitious and original	well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; excellent topic sentences; paragraphs linked rather than stacked	uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors
9	shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	clear, argumentative thesis central to the essay; may have left minor terms undefined; may be more general than specific; level of ambition may not be high enough	pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to interpret quotes beyond their surface meaning	distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive	some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively
8	shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors;	general thesis or controlling idea; may not define several central terms; thesis attempts to "prove" too little	only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual	some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous	more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors

	operates at a level consistent with "obvious" information already known about the text		evidence; fails to integrate quotations appropriately	information; some paragraphs unnecessary or may be too long or too short	(subject-verb agreement, comma splice, etc.); effort to present quotations accurately
6-7	shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas	thesis vague or not central to argument; central terms not defined	frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas; topic sentences incomplete or insufficient	some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format
0-5	writer has not understood lectures, readings, discussion, or assignment	no discernible thesis	little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	no transitions; incoherent paragraphs; suggests poor planning or no serious revision	numerous grammatical errors and stylistic problems seriously distract from the argument

XVIII.   **Disclaimer:** This First Day Handout was prepared under certain limited assumptions. Therefore, if the students in the class seem to "fit" the design for the course and if events occur as planned, the schedule, assignments, and assessments will be followed. The instructor has the option, however, to eliminate or add assignments and/or assessments if he/she feels it is in the best interest of the students.