### FSEM Focus

A series for those providing or planning a First-Year Seminar.

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>August 12, 2011</td>
<td>Course Design and Writing Instruction – An Elements of Teaching Writing discussion.</td>
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<td>The Three-Piece Puzzle: Matching Goals, Methods and Grading – A course-design discussion for those teaching FSEMs and 100-level courses.</td>
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<td>New Faculty Syllabus Feedback Session – A discussion of syllabus requirements and feedback opportunity for new faculty.</td>
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<td>September-November 2011</td>
<td>Paper Grading: Less Painful, More Productive – A discussion and workshop series based on “Elements of Teaching Writing.”</td>
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<td>October 2011</td>
<td>Midterm Teaching and Learning Evaluations – A course-in-progress opportunity to assess successes and difficulties.</td>
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<tr>
<td>February 12, 2012</td>
<td>FSEMs That Make the Grade – Designing (or revising) a FSEM that satisfies you, your students, and COAA.</td>
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<tr>
<td>May 3, 2012</td>
<td>FSEM Pedagogy Date – For all faculty teaching a FSEM course in Fall 2012.</td>
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### Special 3-Part Mini Series

**Respect and Connection: Faculty and Students**

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<td>August 10, 2011</td>
<td>“Creating and Sustaining Respectful Teaching and Learning Environments.” A workshop facilitated by Dr. Matthew Ouellett, Associate Director of the Center for Teaching and Faculty Development and Senior Lecturer, University of Massachusetts Amherst. (9 am - 3 pm)</td>
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<tr>
<td>September 23, 2011</td>
<td>“Fierce Conversations.” A workshop facilitated by faculty reading group author, Susan Scott ’67. Open to all faculty. (10 am – noon)</td>
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<tr>
<td>January 12, 2012</td>
<td>“Inclusive Connections and Conversations.” A workshop facilitated by Dr. Becky Wai-Ling Packard, Professor of Psychology at Mount Holyoke College and recognized by the White House with the Presidential Early Career Award for Scientists and Engineers. (9 am - 1:30 pm)</td>
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### Evaluation and Assessment

A series on the evaluation of teaching and learning at the course, department or program, and institutional levels, designed for those involved in departmental self-study, program review, Major/Minor development or assessment, or similar projects.

- **Fall 2011**
  - “Assessment: How Good We Really Are.” A discussion of assessment and measures of student learning output facilitated by Interim Provost Pat McGuire and Susan Pliner, Associate Dean.
  - Fall 2011: “Perceptions of Technology in Teaching and Learning: Student Technology Survey Results.” A discussion of the student survey results from the 2010-2011 “Todays Wired Student” Faculty Learning Community. Members of the FLC will facilitate this discussion.

- **January 12, 2012**
  - Grades E:A: Embedded Assessment – An institute for individual faculty, department chairs, programs and departments undergoing review.
  - Spring 2012
    - Papers for a Purpose: Using Course Assignments to Demonstrate Student Learning – A faculty Learning Community on using course-embedded writing for departmental and program review.
  - Spring 2012
    - Reading Together - A faculty/student book group.

### A Method Thing

A teaching-and-learning strategies series.

- **August 16, 2011**
  - The Three-Piece Puzzle: Matching Goals, Methods and Grading – A course-design discussion for those teaching FSEMs and 100-level courses.
- **August 23, 2011**
  - Syllabus Faculty-Feedback Session – A peer-review opportunity on syllabus clarity for those teaching FSEMs and 100-level courses.
- **August 24, 2011**
  - New Faculty Syllabus Feedback Session – A discussion of syllabus requirements and feedback opportunity for new faculty.
  - **Fall 2011**
    - Faculty Reading Group – “Fierce Conversations” by Susan Scott ’67.
- **September 27, 2011**
  - Taking Stock – A chance to assess what’s working (and not), and learn more about teaching/learning resources.
- **October 2011**
  - Midterm Teaching and Learning Evaluations – A course-in-progress opportunity to assess successes and difficulties. Supported by CTL.
- **October 26, 2011**
  - Stocking the Lake – A chance to analyze fall term’s lessons for spring term’s teaching.
- **January 10, 2012**
  - The Three-Piece Puzzle: Matching Goals, Methods, and Grading – A course-design discussion for those teaching any level of course.
- **January 16, 2012**
  - Syllabus Feedback Session – A peer-review opportunity on syllabus clarity.
- **February 2012**
  - Reading Together - A faculty/student book group.
- **March 2012**
  - Midterm Teaching and Learning Evaluations – A course-in-progress opportunity to assess successes and difficulties.
- **March 21**
  - Better Basics Over Break – A methods workshop: discussion as a teaching method, writing as a learning method, and grading as both.

### Writing With Purpose

A series focused on the needs of those evaluating student writing and/or those planning to use student writing to evaluate program or departmental goals.

- **August 12, 2011**
  - Course Design and Writing Instruction – “An Elements of Teaching Writing” discussion.
- **August 16, 2011**
  - The Three-Piece Puzzle: Matching Goals, Methods and Grading – A course-design discussion for those teaching FSEMs and 100-level courses.
- **September-November 2011**
  - Paper Grading: Less Painful, More Productive – A discussion and workshop series based on “Elements of Teaching Writing.”
- **March 21**
  - Better Basics Over Break – A methods workshop: discussion as a teaching method, writing as a learning method, and grading as both.

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For more information or to register call the Center for Teaching and Learning at ext. 3351.