**Orientation and Course Set-Up (Weeks 1-2)**

1. First Impressions

Goals: Establish classroom environment, instructor introduction, spark curiosity, familiarize students with platform and course materials.

1. Post a “Meet Your Professor” video and invite everyone (“Our Community”) to post their biographies.
2. Through a brief opening video or written introduction, describe yourself, your background, your own intellectual journey.
3. Establish yourself as a teacher who cares about their learning; invite students to help you create a vibrant community of learners.
4. Provide a preview of how they will be engaging with you, one another, and course content throughout the semester.
5. Invite each student to ask you questions about City Tech/ the course (and respond promptly).
6. Make connections: send a brief message to each student in response to their own introductions.
7. Using Screencast-O-Matic, narrate a brief walk-through of the course site and where students can find different information and assistance.
8. Syllabus and course schedule, writing tutor setup,
9. Tools they’ll be expected to use: Open Lab, Google Docs, etc.
10. Where and how to post
11. Invite students to introduce themselves and respond to the course content/approach.

1. Students post a video intro of themselves or paragraph intro along with a photo that is meaningful-- ask them to talk about the photo.
2. ask them to include one observation about or response to the syllabus or one question
3. Jump in

Goals: Rather than spending the entire first two weeks walking students through the course description, syllabus, etc., begin fostering community and support learning. Set the Tone.

1. Begin class with a poem- option: [“Words are Birds”](https://www.poetryfoundation.org/poems/91108/words-are-birds) by Francisco X. Alarcón
	1. Brief discussion/ response: favorite parts and why; why open with this poem?
2. Explain the grounding principle of a composition course — for instance, writing can change our lives for the better.
	1. Students will write a reflection (15 minutes): “How has writing, either your own or something you read, impacted your life? What qualities made that piece of writing significant?”
	2. Share and discuss/ respond: What are the qualities of powerful writing.