

PROBLEM COPY

Directions Each group will be assigned one numbered scenario. Discuss and define the problem, then create a strategy to resolve it. Set up the strategy so one of your group can explain the plan orally to the rest of the participants. During your explanation, we'll record its elements and photograph them for you as a permanent record.

SCENARIO #1 *Terrorist Target* A young, less-experienced colleague has come to you to ask for counsel. *I put major effort into preparing my lectures in American History, delivered to a mostly-freshmen class of about 150. One of my students heckles me with crude language, from a position in the class that varies but makes him hard to pinpoint. Sometimes other students are drawn into his game. I've tried stopping my lecture and staring in his direction; that doesn't help. I don't feel good about allowing a distraction that affects the class culture in a negative way, but I don't know how to proceed.* **What would you suggest he do? If you had an opportunity to speak to new faculty before they began to teach, how could you suggest they avoid this problem?**

SCENARIO #2 *Invisible Student* A foreign student has come into your once-a-week class in the fourth of thirteen weeks. She met with you after her arrival, and seemed friendly and determined to make the best of her difficult situation in yours and other classes. You suggested catch-up work. You've just finished the fifth week, which she skipped. She hasn't responded to email suggesting that she drop the class rather than fail. **What might you do?**

SCENARIO #3 *Side Talker* Students often distract one another by talking to friends who sit nearby, and this is irritating not only to the teacher who notices, but to other students as well. **What counsel would you give new teachers who report this is a problem, or if you have an opportunity to advise them before they begin teaching?**

SCENARIO #4 *Grade Quibbler* An adult student in a one-meeting-a-week evening class sits in front and jumps to speak as the class ends. Karen likes to argue quiz points; other students, lined up to see you, are prevented from doing so and finally leave, shaking their heads in disgust. You feel badly and know they are upset. **Suggest solutions that allow Karen to complain but limit her complaints on class time and give time to others.**

SCENARIO #5 *The Public Complaint* A student tells you loudly in class that his “brain freezes” from “all that math stuff.” He complains loudly that math is irrelevant for his major. From discussion with him out of class, the little he knows about your class he has learned in another class in his major. His exams and homework reveal little deep understanding of concepts he needs to do well in your class. (This is the high-octane version of whining “this is too hard.” **Define a version of this problem, and invent (a) a strategy to avoid it and (b) a strategy to resolve it in the setting you choose.**

SCENARIO #6 *The Dog Pack* A group of student terrorists (aka dog pack), rallies other students into complaining, delivering coarse language, insults, loud complaints about anything—homework, quizzes, grades—in class. **Define the problem, and invent a strategy (or several) to cope.**

SCENARIO #7 *The Homework Plagiarist* Your syllabus clearly says that students are encouraged to consult on their individual homework assignments. Each student has to submit a unique solution, and that any deviation is considered cheating and will bring a grade of 0 to all students involved. You talk about it in class, because you know the previous class has a different professor who allows a team of several students to submit the same assignment (and some students never do any work on their own). Next week, a group of three submits identical assignments to you. When they get a grade of 0 for that assignment, they meet you in office hours and cry, saying they are not cheaters. Then they complain to others, in and out of class, that you are a bad teacher and your class is too difficult. **Define the problem, suggest a strategy to avoid it and another to cope if it occurs.**

SCENARIO #8 *In-Class Self-Distractions* (a) A student in your class of 20 consistently seats himself near the back of the group, and pulls out his laptop. When you drift past to observe, his screen shows a document he says is notes created for your class. An occasional giggle from neighbors tells you he is doing something else. (b) Students in your class text one another, and receive text-message-arrival sounds or calls during the class. **Choose (a) or (b) or both and plan strategies to prevent this behavior and to correct it after it has begun.**