

Graduate Teaching Seminar

Center for Teaching and Learning

Spring 2020

Thu 3:00pm - 4:00pm

MC 2.404

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Course Description

This seminar is geared toward graduate students who want to deepen their pedagogic knowledge and teaching skills. In particular, it offers sessions designed to help graduate students to improve their lecturing, become more effective at leading discussions, and develop active learning strategies. The seminar also discusses issues of cheating, managing students, and conflict situations in the classroom. Lastly, you will gain insights into how to become a more efficient (yet fair) grader.

The seminar consists of ten, one-hour sessions. Each session will introduce you to the current academic literature on the topic to ensure that we are up to speed regarding best practices. The majority of the meeting time, however, is assigned to case studies. These case studies offer an opportunity to apply learned concepts to real world classroom situations. The completion of this course fulfills Requirement #4 for the Advanced Graduate Teaching Certificate.

Course Objective

The course objective is to expose graduate students to cutting-edge research on pedagogy in college classrooms and to derive 'best practises' from this literature. For this reason, the content and teaching of this course are focused on providing students with the opportunities to a) understand and evaluate research on pedagogy in the context of university teaching, and b) to reflect on their own approach to teaching in the classroom.

By the end of this course, students will be able to

- identify the key elements of course preparation and syllabus design.
- use techniques designed to improve lecturing and leading discussions.
- implement active learning strategies and create case studies.
- help students prepare for class and manage challenging classroom dynamics.
- design assessments and understand efficient grading procedures.

Meeting times

This course is geared towards graduate students and current teaching assistants. We understand that you have many competing expectations on your time, not least because you are taking classes yourself and finishing your dissertations. In particular, the beginning and end of a semester is a particularly stressful time, given that classes have just started or exams and papers need to be completed. For this reason, this courses will not meet for the first couple of weeks of the semester, nor in the last couple of weeks of the semester. We will only meet on the following dates:

- Thursday, January 23, 2020: 3:00pm-4:00pm
- Thursday, January 30, 2020: 3:00pm-4:00pm
- Thursday, February 6, 2020: 3:00pm-4:00pm
- Thursday, February 13, 2020: 3:00pm-4:00pm
- Thursday, February 20, 2020: 3:00pm-4:00pm
- Thursday, February 27, 2020: 3:00pm-4:00pm
- Thursday, March 5, 2020: 3:00pm-4:00pm
- Thursday, March 12, 2020: 3:00pm-4:00pm
- Thursday, April 2, 2020: 3:00pm-4:00pm
- Thursday, April 9, 2020: 3:00pm-4:00pm

Structure of Class

Each class has several components:

1. Why should we care? (10min)
 - Goal: Motivate today's topic by illustrating why thinking about this topic critically is important.
 - Approach: Brief summary of existing scholarly research regarding what the positive (negative) effects of particular pedagogical approaches.
2. What can we do? (15min)
 - Goal: Introduce specific techniques/activities/approaches.
 - Approach: Brief introduction to best practises derived from the research presented previously.
3. How does it work? (20min)
 - Goal: Experience the value of these techniques.
 - Approach: Short case studies allowing students to apply one of these approaches in a "like real life in the classroom" situation.
4. Will it work?
 - Goal: Space for reflection (15min)

- Approach: discuss with students whether these approaches are likely to work in their specific field of study/context of teaching (lab vs. lecture, STEM vs. arts, etc.). Purpose is to illustrate that they will need to adjust these approaches to their circumstances and their teaching personality.

Course readings

This is not a required class. For this reason, the readings assigned below are technically not ‘required’ — but they are very strongly recommended to ensure that the seminar is a worthwhile endeavor.

You will not need to purchase any books for this seminar. The Center for Teaching and Learning will provide every student with a free copy of the main textbook on the first day of class. The textbook will be:

Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016.

Similarly, all academic journal articles will be made available on eLearning. All participants will be added to an eLearning group. You can find it by logging into www.elearning.utdallas.edu — the group “CTL Graduate Teaching Seminar” will be listed under “My Organizations” on your start page.

Assignments and Academic Calendar

Unit A) Preparation

1. Designing a course

- Key questions
 - What do I want students to accomplish? Defining learning outcomes and course objectives.
 - How to write a syllabus? Essential syllabus items.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch2 and Ch5
- Recommended Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch2
 - L. Dee Fink. Self-Directed Guide for Designing Courses for Significant Learning. *Working Paper*, 2003.
 - Richard J Harnish and K Robert Bridges. Effect of syllabus tone: students’ perceptions of instructor and course. *Social Psychology of Education*, 14(3):319–330, March 2011.
 - Michael S Palmer, Lindsay B Wheeler, and Itiya Aneece. Does the Document Matter? The Evolving Role of Syllabi in Higher Education. *Change: The Magazine of Higher Learning*, 48(4):36–47, 2016.
 - Peter E Doolittle and Robster A Siduzinski. Recommended Syllabus Components: What do higher education faculty include in their syllabi? *Journal on Excellence in College Teaching*, 20(3):29–61, April 2010.
 - Denise M Anderson, Francis A Mcguire, and Lynne Cory. The first day: it happens only once. *Teaching in Higher Education*, 16(3):293–303, June 2011.

Unit B) In the classroom

2. Improving Lecturing

- Key questions
 - How to prepare lectures effectively and efficiently?
 - How to deliver an effective lecture?
 - How to ensure that students understood/retain lecture?
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch12
- Recommended Reading
 - Elizabeth F Barkley and Claire H Major. *Interactive Lecturing: A Handbook for College Faculty*. John Wiley and Sons, 2018.
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch6
 - David Roberts. Higher education lectures: From passive to active learning via imagery? *Active Learning in Higher Education*, 125(8):146978741773119, 2017.
 - Catherine Mulryan-Kyne. Teaching large classes at college and university level: challenges and opportunities. *Teaching in Higher Education*, 15(2):175–185, 2010.
 - R Eric Landrum. Faculty and Student Perceptions of Providing Instructor Lecture Notes to Students: Match or Mismatch? . *Journal of Instructional Psychology*, 37(3):216–221, December 2010.
 - Shana K Carpenter, Miko M Wilford, Nate Kornell, and Kellie M Mullaney. Appearances can be deceiving: instructor fluency increases perceptions of learning without increasing actual learning. *Psychonomic Bulletin & Review*, 20(6):1350–1356, May 2013.
 - William R Balch. A Free-Recall Demonstration Versus a Lecture-Only Control. *Teaching of Psychology*, 39(1):34–37, December 2011.
 - Patricia E Blosser. *How to Ask the Right Questions*. NSTA Press, 1991.
 - Eric Mazur. Farewell, Lecture? *Science*, 323(5910):49–50, January 2009.
 - K.L. Ruhl, C.A. Hughes, and P.J. Schloss. Using the pause procedure to enhance lecture recall. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 10(1):14–18, 1987.

3. Leading Discussions

- Key questions
 - How to prepare discussions effectively?
 - How to manage a discussion? Strategies to encourage participation and guide direction of discussions.
 - How to ensure that students got the key points?
- Readings

- Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch13

- Recommended Reading

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch5
- Jay R Howard. *Discussion in the college classroom: Getting your students engaged and participating in person and online*. John Wiley and Sons, 2015.
- Stephen Brookfield and Stephen Preskill. Getting Lecturers to Take Discussion Seriously. In Stephen Brookfield and Stephen Preskill, editors, *To Improve the Academy: Resources for Faculty, Instructional and Organizational Development*. Anker, 2008.
- John F Nestojko, Dung C Bui, Nate Kornell, and Elizabeth Ligon Bjork. Expecting to teach enhances learning and organization of knowledge in free recall of text passages. *Memory & Cognition*, 42(7):1038–1048, May 2014.
- Peter Frederick. The Dreaded Discussion: Ten Ways to Start. *Improving College and University Teaching*, 29(3), 1981.
- Shelly Z Reuter. Sustaining the Undergraduate Seminar: On the Importance of Modeling and Giving Guidelines. In *To Improve the Academy*, pages 1–47. May 2007.

4. Engaging Students

- Key questions

- Overview over techniques: Small-scale strategies, group-based methods, peer-learning.
- The challenge of active learning strategies in specific settings: labs, large lectures, small seminars, etc.

- Readings

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch14 and Ch15

- Recommended Reading

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch15 and Ch19
- Louis Deslauriers, Ellen Schelew, and Carl Wieman. Improved learning in a large-enrollment physics class. *Science*, 332(6031):862–864, 2011.
- S Freeman, S L Eddy, M McDonough, M K Smith, N Okoroafor, H Jordt, and M P Wenderoth. Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23):8410–8415, June 2014.
- M. Prince. Does active learning work? A review of the research. *Journal of Engineering Education*, 93:223–232, 2004.
- J Michael. Where’s the evidence that active learning works? *AJP: Advances in Physiology Education*, 30(4):159–167, December 2006.
- Maryellen Weimer. Assignments That Promote Critical Thinking. *Faculty Focus*, pages 1–3, December 2012.
- C E Wieman. Large-scale comparison of science teaching methods sends clear message. *Proceedings of the National Academy of Sciences*, 111(23):8319–8320, June 2014.

- Alan Swinkels. An Effective Exercise for Teaching Cognitive Heuristics. *Teaching of Psychology*, 30(2):120–122, 2003.
- Jeffrey S Nevid, Amy Pastva, and Nate McClelland. Writing-to-Learn Assignments in Introductory Psychology. *Teaching of Psychology*, 39(4):272–275, October 2012.
- Karla J Gingerich, Julie M Bugg, Sue R Doe, Christopher A Rowland, Tracy L Richards, Sara Anne Tompkins, and Mark A McDaniel. Active Processing via Write-to-Learn Assignments. *Teaching of Psychology*, 41(4):303–308, October 2014.
- William Ashton. Using the Psychic Blue Dot to teach about Science (and Pseudoscience). *PsycEXTRA Dataset*, 2003.

Unit C) Managing humans

5. Helping students to prepare for class

- Key questions
 - Why do students not read or finish their homework?
 - Equipping and incentivizing students to come prepared.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch21
- Recommended Reading
 - Mary E Hoeft. Why University Students Don't Read: What Professors Can Do To Increase Compliance. *International Journal for the Scholarship of Teaching and Learning*, 6(2), 2012.
 - H M Parrott and E Cherry. Using Structured Reading Groups to Facilitate Deep Learning. *Teaching Sociology*, 39(4):354–370, October 2011.
 - Regan A R Gurung. How do students really study (and does it matter)? *Teaching of Psychology*, 32(4):239–241, October 2005.
 - Regan A R Gurung, Janet Weidert, and Amanda Jeske. Focusing on how students study. Technical report, March 2010.
 - Toshiya Miyatsu, Khuyen Nguyen, and Mark A McDaniel. Five Popular Study Strategies: Their Pitfalls and Optimal Implementations. *Perspectives on Psychological Science*, 13(3):390–407, May 2018.
 - John Dunlosky, Katherine A Rawson, Elizabeth J Marsh, Mitchell J Nathan, and Daniel T Willingham. Improving Students' Learning With Effective Learning Techniques. *Psychological Science in the Public Interest*, 14(1):4–58, January 2013.
 - Shannon T Brady, Bridgette Martin Hard, and James J Gross. Reappraising test anxiety increases academic performance of first-year college students. *Journal of Educational Psychology*, 110(3):395–406, April 2018.
 - Sundus Yerdelen, Adam McCaffrey, and Robert M Klassen. Longitudinal Examination of Procrastination and Anxiety, and Their Relation to Self-Efficacy for Self-Regulated Learning: Latent Growth Curve Modeling. *Educational Sciences Theory and Practice*, 16(1):5–22, April 2016.
 - Robert Ariel and Jeffrey D Karpicke. Improving self-regulated learning with a retrieval practice intervention. *Journal of Experimental Psychology: Applied*, 24(1):43–56, March 2018.

- Martyn Stewart, Tim Stott, and Anne-Marie Nuttall. Study goals and procrastination tendencies at different stages of the undergraduate degree. *Studies in Higher Education*, 41(11):2028–2043, February 2015.
- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch4, Ch11, and Ch21
- Susan A Ambrose, Michael W Bridges, Marsha C Lovett, Michele DiPietro, and Marie K Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass, April 2010.
- Joseph Mick La Lopa. The Difference Between Bigfoot and Learning Styles: There May Be Better Evidence to Support the Existence of Bigfoot. *Journal of Culinary Science & Technology*, 11(4):356–376, October 2013.

6. Managing classrooms

- Key questions
 - How to motivate students?
 - How to deal with incivility? Classroom persona and strategies for responding.
 - How to deal with traumatizing situations?
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch9
- Recommended Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch13
 - Robert Boice. Classroom incivilities. *Research in higher education*, 37(4):453–486, 1996.
 - Sally L. Kuhlenschmidt and Lois E. Layne. Strategies for Dealing with Difficult Behavior. *New Directions for Teaching and Learning*, 77, 1999.

7. Technology in the classroom

- Key questions
 - How to deal with laptops, cell phones etc.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch4
- Recommended Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch17
 - R. Junco, G. Heiberger, and E. Loken. The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 2010.
 - Laura L Bowman, Laura E Levine, Bradley M Waite, and Michael Gendron. Computers & Education. *Computers & Education*, 54(4):927–931, May 2010.

- Deborah R Tindell and Robert W Bohlander. The Use and Abuse of Cell Phones and Text Messaging in the Classroom: A Survey of College Students. *College Teaching*, 60(1):1–9, January 2012.
- Yvonne Ellis, Bobbie Daniels, and Andres Jauregui. The effect of multitasking on the grade performance of business students. *Research in Higher Education Journal*, 8:1–10, 2010.
- Lydia Burak. Multitasking in the university classroom. *International Journal for the Scholarship of Teaching and Learning*, 6(2), 2012.
- Douglas K Duncan, Angel R Hoekstra, and Bethany R Wilcox. Digital Devices, Distraction, and Student Performance: Does In-Class Cell Phone Use Reduce Learning? *Astronomy Education Review*, 11(1):010108, 2012.
- Carrie B Fried. In-class laptop use and its effects on student learning. *Computers & Education*, 50(3):906–914, April 2008.
- Rifka Cook and Susanna Calkins. More Than Recall and Opinion: Using “Clickers” to Promote Complex Thinking. *Journal on Excellence in College Teaching*, 24(2):51–76, April 2013.
- Jeffrey H Kuznekoff and Scott Titsworth. The Impact of Mobile Phone Usage on Student Learning. *Communication Education*, 62(3):233–252, July 2013.
- Pam A Mueller and Daniel M Oppenheimer. The Pen Is Mightier Than the Keyboard. *Psychological Science*, 25(6):1159–1168, April 2014.
- Susan M Ravizza, Mitchell G Uitvlugt, and Kimberly M Fenn. Logged In and Zoned Out. *Psychological Science*, 28(2):171–180, December 2016.
- Amanda C Gingerich and Tara T Lineweaver. OMG! Texting in Class = U Fail :(Empirical Evidence That Text Messaging During Class Disrupts Comprehension. *Teaching of Psychology*, 41(1):44–51, December 2013.

Unit D) Assessments

8. Designing Exams

- Key questions
 - Preparing students for Exams.
 - Constructing “good” exams — and grading guidelines.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch25 and Ch26
- Recommended Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch7 and Ch8
 - Thomas R Gray and Jonas B Bunte. The Effect of Grades on Student Performance: Evidence From a Quasi-Experiment. *Paper presented at the American Political Studies Association APSA Meeting*, June 2018.
 - Kristin T Kennedy and Allison G Butler. Changing the Order of Mathematics Test Items: Helping or Hindering Student Performance? *Journal of Humanistic Mathematics*, 3(1):20–32, 2013.

- Thomas M Haladyna, Steven M Downing, and Michael C Rodriguez. A Review of Multiple-Choice Item-Writing Guidelines for Classroom Assessment. *Applied Measurement in Education*, 15(3):309–333, 2002.
- Jeri L Little, Elizabeth Ligon Bjork, Robert A. Bjork, and Genna Angello. Multiple-Choice Tests Exonerated, at Least of Some Charges. *Psychological Science*, 23(11):1337–1344, October 2012.
- Andrew C Butler. Multiple-Choice Testing in Education: Are the Best Practices for Assessment Also Good for Learning? *Journal of Applied Research in Memory and Cognition*, 7(3):323–331, September 2018.
- Xiaomeng Xu, Sierra Kauer, and Samantha Tupy. Multiple-choice questions: Tips for optimizing assessment in-seat and online. *Scholarship of Teaching and Learning in Psychology*, 2(2):147–158, 2016.
- Kevin J O’Connor. Should I Give the Exam Before or After the Break? *Teaching of Psychology*, 41(1):63–65, December 2013.
- G Ramirez and S L Beilock. Writing About Testing Worries Boosts Exam Performance in the Classroom. *Science*, 331(6014):211–213, 2011.

9. Grading Exams

- Key questions
 - How to effectively and fairly grade.
 - How to manage multiple graders for the same class.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch27
- Recommended Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch9 and Ch10
 - Barbara E. Walvoord and Virginia Johnson Anderson. *Effective grading: a tool for learning and assessment in college*. Jossey-Bass Inc Pub, 2009.
 - Daryl Close. Fair Grades. *Teaching Philosophy*, 32(4):361–398, December 2009.
 - Daniel M Oppenheimer. Consequences of erudite vernacular utilized irrespective of necessity: problems with using long words needlessly. *Applied Cognitive Psychology*, 20(2):139–156, 2006.
 - Barbara E. Walvoord. To Curve or Not. In *Effective Grading: A Tool for Learning and Assessment*, pages 1–6. September 2016.
 - Hillary G Mullet, Andrew C Butler, Berenice Verdin, Ricardo von Borries, and Elizabeth J Marsh. Delaying feedback promotes transfer of knowledge despite student preferences to receive feedback immediately. *Journal of Applied Research in Memory and Cognition*, 3(3):222–229, September 2014.
 - Harriet L Schwartz. Sometimes It’s About More Than the Paper: Assessment as Relational Practice. *Journal on Excellence in College Teaching*, 28(2):5–28, May 2017.
 - Michael E Gordon and Charles H Fay. The Effects of Grading and Teaching Practices on Students’ Perceptions of Grading Fairness. *College Teaching*, 58(3):93–98, 2010.
 - Parunchana Pacharn, Darlene Bay, and Sandra Felton. The Impact of a Flexible Assessment System on Students’ Motivation, Performance and Attitude. *Accounting Education*, 22(2):147–167, April 2013.

10. Cheating

- Key questions
 - How to prevent cheating?
 - How to deal with cheating once it happens?
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch10
- Recommended Reading
 - Stephen F Davis, Cathy A Grover, Angela H Becker, and Loretta N McGregor. Academic Dishonesty: Prevalence, Determinants, Techniques, and Punishments. *Teaching of Psychology*, 19(1):16–20, August 2016.
 - Leda Nath and Michael Lovaglia. Cheating on Multiplechoice Exams: Monitoring, Assessment, and an Optional Assignment. *College Teaching*, 57(1):3–8, 2009.
 - James M. Lang. *Cheating lessons*. Harvard University Press, 2013.
 - Steven C Funk and K Laurie Dickson. Crib Card Use During Tests. *Teaching of Psychology*, 38(2):114–117, March 2011.
 - Kathleen C Burns. Security Blanket or Crutch? Crib Card Usage Depends on Students' Abilities. *Teaching of Psychology*, 41(1):66–68, December 2013.

Grading Policy

No grades, but expectation to attend every session and to complete the readings prior to our meetings. Also, you must attend every session to receive credit for the Advanced Graduate Teaching Seminar. The completion of this course fulfills Requirement #4 for the Advanced Graduate Teaching Certificate.

Expectations

What I expect of my students

- Willingness to work: As a general rule, I expect you to complete the readings prior to our meetings and to participate in the discussions. In other words, you will need to invest time into this course, otherwise the benefits you will get might not be what you want.
- Classroom etiquette: You are expected to complete the assigned readings prior to the class session for which they are scheduled. Lectures and discussions will not duplicate, but instead will build on, and hence will assume prior familiarity with, assigned readings. Your active, informed and civil participation in discussion and class activities is expected. You are responsible for remaining attentive in class, arriving prepared to discuss course materials, and respecting other members of the class as you and they participate.

What you can expect from the instructor

- I offer a learning environment that challenges you in order to provide opportunities for growth. I will be prepared to the best of my abilities.
- I encourage you to explore your own ideas in response to the assigned tasks. I will be open-minded in responding to your ideas and suggestions. I will offer constructive feedback.
- I am open to constructive feedback from you on my performance. If you have ideas or suggestions, please do not hesitate to discuss them with me. I am committed to make this the best possible classroom experience.

Course Policies

Sexual Harassment

University policy prohibits sexual harassment as defined in the University Policy Statement (<http://www.utdallas.edu/legal/title9/contactharass.html> and <http://www.utdallas.edu/hrm/er/complaints/harassment.php5>). This is a serious offense, and I feel strongly about addressing it. Complaints about sexual harassment should be reported to the Dean of Students, Office of Student Life, Student Union Room 1, phone 972-883-6391 or email gene.fitch@utdallas.edu. However, I also want you to know that you can also talk to me as well about any issues that come up.

Accommodations for Students with Disabilities

Participants with special needs are strongly encouraged to talk to me as soon as possible to gain maximum access to course information. It is important to me that everyone who wants to take this class is not prevented from doing so due to special needs. University policy is to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the Office of Student AccessAbility and their instructors to discuss their individual needs for accommodations. The Office of Student AccessAbility is located in SSB 3.200. Staff can be reached at studentaccess@utdallas.edu or by calling 972-883-2098. For more information see <http://www.utdallas.edu/studentaccess/>

Statement regarding diversity

I strongly believe that diversity is an asset rather than a liability. For one, in a globalized world you will be exposed to people who are different from you. Therefore, it is necessary to recognize that people who are different in almost all cases bring something valuable to the table: Experiences that you can learn from, insights that were not apparent to you, skills that you do not have, or knowledge that you can benefit from. It is my intention to create a learning environment in this class that allows everyone to share their unique strengths. This is not only my personal belief. After all, research shows that the best work is usually produced by groups that combine the different comparative advantages of their group members.

I therefore emphasize that I will welcome anyone to my class, regardless of your sexual orientation, religious observances, political orientation, physical characteristics, cultural background, nationality, or any other characteristic. I recognize that I myself am not perfect, but I promise you to make every effort. If you have any concerns with respect to your acceptance in the classroom I strongly encourage you to talk with me.

Technology in the classroom

Laptops are allowed and even encouraged in the classroom. Bring yours to classes, as we will frequently use it for group activities and short in-class assignments. However, I do expect you to use the laptop for activities related to the class only. That is, no gaming, no facebook, no emails, no chatting. I reserve the right to administer sanctions if your behavior does not align with these expectations.

However, any other technological items such as cell phones, Ipods, MP3 players, pagers, and PDAs need to be turned OFF during class. That's right: turn it off, rather than just setting it to vibrate. The purpose for this policy is that I want to minimize distractions during class. I do want you to be focused on the learning activities that will be going on. If I notice that you are not paying attention but instead are focused on your cell phone I reserve the right to do something about it.

Further, you are not allowed to make video- or audio-recordings of the classes without my prior permission. I reserve the right to legal action in case I observe you doing so. The reason why the dialogue between professors and students should stay within the closed community of the classroom is simple.

After all, academic freedom and completely honest communication in the classroom requires a certain degree of privacy for all the people in the classroom. Students and teachers alike need to be able to be frank, and they need to express their emotions honestly. A video- or audio recording will seriously impede the willingness of students to come forward and engage in an open and honest discussion.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.