INF 398T: Supervised Teaching in Information Studies
{a.k.a. Pedagogy}
School of Information
University of Texas at Austin
Wednesday 12-3, UTA 1.504

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Course description:
The course addresses structured and informal higher education teaching practice in the context of adult learning theory and models; assignments, as a whole, comprise the basic components of a teaching portfolio; in-class activities and discussions are enriched by guest lectures and outside-class observations

Rationale
New faculty members spend a great deal of time on a responsibility for which they often have no preparation, i.e., teaching. Their commitment to high quality teaching and their drive to balance their professional responsibilities form a foundation for success but, an actual understanding of the work is essential. This course helps to build that understanding. We will study those ideas and techniques that can be used repeatedly in virtually every course. Models of student motivation, active learning tools, and grading techniques, for example, will always prove useful. That said, this course is a preparation for teaching – we have no opportunity to actually implement what we’re working to understand. Ideally, everyone will follow this course with a teaching internship, a teaching assistantship (TA), or a teaching position in our growing undergraduate program. Self-confidence as a faculty member comes from excellence in both research and teaching. This course supports the latter.

Course aims
This course is intended to contribute to your growth as an instructor through developing both practical skill sets and a solid understanding of the learning/teaching dynamic.

Learning objectives:
Upon successful completion of this course, students will be able to:

1. Design course essentials including description, rationale, learning goals, syllabus, assignments, grading rubrics, and varied in-class activities;
2. Explicate a personal approach to finding relationships and balance among research, teaching, and service;
3. Make use of a range of professional development and instructional design materials; and
4. Develop an initial teaching portfolio with philosophy statement, original course materials, and other matter as appropriate.
Course format
This course is highly active. The readings provide fodder for discussion and tools for application. The primary focus, however, is on testing and discovery rather than reading and analysis. In addition to leading brief discussions on readings, we’ll bring in our own original instructional material. We will complete a number of in-class activities designed to challenge and develop our understanding of effective teaching. In-class writing, concept mapping, role modeling, observing, and discussing will be enriched by guest speakers and materials you find to share. Share blogs, listserv news, *NY Times* articles, *Chronicle of Higher Education* op-ed pieces, and more. Everything you bring in can lead our discussions in new directions. To put our ideas into practice, all the course experiences and materials will be established in the two most common types of online instructional structures: group-generated forums (we’ll use a wiki) and learning management systems (we’ll use Blackboard).

Your feedback to me
This course requires a fine balance between the conceptual and the applied. We’ll read and talk about everything from critical thinking at a conceptual level to course management techniques at an application level. **I need to hear your voice.** I need to know if you’re getting what you need to get from the course. Tell me what worked so I can find more ways of using it. (“The video clarified pecha kucha presentations for me.”) Tell me what you’d like to examine further. (“The difference between scaffolding and tiered learning is still vague.”) Tell me what you’d like to add in. (“What about the problems in educating students about technologies that don’t even exist yet?”)

I need to know. To that end, I’ll give out note cards each day. Throughout class, jot down a couple of notes. What you liked, what you want, what interests you. Just jot it down. On your way out of class, drop the card off. I’ll read what everyone writes and do what I can to act on your feedback.

My feedback to you
Feedback can be formative or summative. **Formative feedback** is designed to strengthen work quality and increase productivity. Its sole function is to improve performance. You give formative feedback when you coach a colleague who is learning how to use an unfamiliar piece of software. **Summative feedback** is designed to quantify performance. You give summative feedback when you complete a satisfaction survey at your dentist and rate the receptionist’s efficiency as 9 on a 10-point scale.

I use three means of giving you feedback, two are formative and one is summative.

- **First, one-to-one feedback** is available at any time in my office. This is particularly useful when you are working on an assignment – don’t wait till the grade is in. **Bring in questions when you start planning an assignment.** I’d rather give you feedback early so you can make the most of it. The opportunity to have conversations about coursework is one of the many advantages of graduate school. Please – come to office hours frequently. (Make appointments outside of office hours if the times aren’t working well for you.)
- **Second,** formative in-class feedback fits into the workflow and is, therefore, quite informal. Requesting elaboration of an idea, encouraging follow-up on a group discussion analysis, and questioning the application of a news story are all means by which I provide positive feedback. Worthwhile contributions become part of the day’s work and there’s no better feedback than support in weaving your thoughts into the discourse.
- **Finally,** grades provide the concrete form of feedback. My grades are generally accompanied by formative notes, suggestions, and explanations. If you’ve made good use of office hours and actively engaged in classroom work, then grades should be more a confirmation of your own self-assessment than an unanticipated summation. If you’re surprised on one assignment, then you probably need to come to office hours a bit more often.
Most of us are accustomed to pay primary attention to the summative feedback. For all intents and purposes, however, the summative is temporary. What matters is the formative.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities/Speakers</th>
<th>Preparations/Assignments/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Course structure; Blackboard (BB) and wiki; “learning” &amp; its purpose; initial look at the idea of a “teaching philosophy” – draw resources assignments</td>
<td>---</td>
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<tr>
<td>1/23</td>
<td>Higher education context re accountability and college structure; relating school, program, curriculum, and courses; teaching philosophy; idea of “curriculum analysis”</td>
<td>HLW, pp. 228-230; bring rough concept map of your teaching philosophy; choose your course, come see me about it this week or next; Prof. Pat Galloway, 2:15 - 2:45, developing archives program McFadden; Bonk; Heirdsfield</td>
</tr>
<tr>
<td>1/30</td>
<td>Meta-cognition; critical thinking searching for synthesis, analysis, argument; idea of a “teaching portfolio”</td>
<td>Share initial BB/wiki structures; bring your curriculum analysis; this week or next, come see me about your course in prep for the 2/11 due date; Gabennesch, Negretti</td>
</tr>
<tr>
<td>2/6</td>
<td>Students’ prior knowledge; course design basics: description, learning goals, course schedule; idea of a “syllabus”</td>
<td>HLW chap 1; bring rough outline/structure of your nascent teaching portfolio; Prof. Randolph Bias, 2:15-2:45, novel course design Jiang</td>
</tr>
<tr>
<td>2/11</td>
<td>NO CLASS—iCONFERENCE</td>
<td>Post your initial syllabus by 2/9; complete your response postings by 2/14; email group questions for Assc. Dir. Lewis</td>
</tr>
<tr>
<td>2/20</td>
<td>Knowledge organization; creating assignments</td>
<td>HLW chap 2; bring one assignment for your course; Karron Lewis, Assc. Director, CTL, 1:45 to 2:45, aligning assignments with goals</td>
</tr>
<tr>
<td>2/27</td>
<td>Motivation; active learning via discussion;</td>
<td>HLW chap 3; teaching philosophy; Pew; Davis, part III</td>
</tr>
<tr>
<td>3/6</td>
<td>Developing mastery; active learning via lecture</td>
<td>HLW chap 4; bring firm structure and content plans for your teaching portfolio; Davis part V</td>
</tr>
<tr>
<td>3/13</td>
<td>NO CLASS—SPRING BREAK</td>
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</tr>
<tr>
<td>3/20</td>
<td>Practice-feedback cycle; active learning via</td>
<td>HLW chap 5; bring lecture outline</td>
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group work (guided discovery)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/27</td>
<td>Grading and assignment feedback</td>
<td>Bring action learning item; Sadler; Davis, Part VIII</td>
</tr>
<tr>
<td>4/3</td>
<td>Self-directed learning; meta-learning</td>
<td>HLW chap 7; bring rubric; create questions for Prof. Bailey; Cho</td>
</tr>
<tr>
<td>4/10</td>
<td>Course climate; feedback on teaching</td>
<td>HLW chap 6; course package due; create questions for Profs. Lease and Barker; Erichsen</td>
</tr>
<tr>
<td>4/17</td>
<td>Academic freedom; ethics; balancing research and teaching; non-traditional instructional formats</td>
<td>Prof. Diane Bailey, 2-2:45, balancing research and teaching</td>
</tr>
<tr>
<td>4/24</td>
<td>Course and informal learning formats; self-reflective teaching; advising &amp; mentoring</td>
<td>Group example of a MOOC course Teaching portfolio due; Profs. Lease and Barker, 2-2:45, advising and mentoring; Nedungadi, Hung</td>
</tr>
<tr>
<td>5/1</td>
<td>Pecha kucha presentations</td>
<td>Readings as assigned by students</td>
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</tbody>
</table>

**Assignment Overview**

The assignments are derived directly from the course objectives below. Please let me know if you have any question about the relationship between objectives and assignments. I strongly encourage you to look at each assignment and ask your questions asap –

> Take time enough – all other graces will soon fill up their proper places. {John Byrom}

**Learning Objectives**

Upon successful completion of this course, students will be able to:

1. Design course essentials including goals, syllabus, assignments, grading rubrics, and in-class activities;
2. Explicate a personal approach to finding relationships and balance among research, teaching, and service;
3. Make use of a range of professional development and instructional design materials; and
4. Develop an initial teaching portfolio with philosophy statement, original course materials, and other matter as appropriate.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Objectives</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First cluster of participation contributions</td>
<td>1/23 to 2/6</td>
<td>1-4</td>
<td>75</td>
</tr>
<tr>
<td>Second cluster of participation contributions</td>
<td>2/9 to 3/6</td>
<td>1-4</td>
<td>75</td>
</tr>
<tr>
<td>Third cluster of participation contributions</td>
<td>3/20 to 4/24</td>
<td>1-4</td>
<td>75</td>
</tr>
<tr>
<td>Teaching philosophy</td>
<td>2/27</td>
<td>2, 4</td>
<td>150</td>
</tr>
<tr>
<td>Course package</td>
<td>4/10</td>
<td>1, 3</td>
<td>250</td>
</tr>
<tr>
<td>Teaching portfolio</td>
<td>4/24</td>
<td>2, 4</td>
<td>225</td>
</tr>
<tr>
<td>Pecha kucha presentations</td>
<td>5/1</td>
<td>3</td>
<td>150</td>
</tr>
</tbody>
</table>

Total points 1000

[Note the policies on attendance and late work as they also pertain to grades.]

A 940-1000
A- 900-939
B+ 885-899
B 840-884
B- 800-839
C+ 785-799
C 740-784
C- 700-739
D 600-699
F 599 or below

**NOTE:** For all of the items that need to be posted, put yours in the forum that you did not help create. That is, if your team manages the wiki, then you post on Blackboard and vice versa.

**First cluster of participation contributions; weekly 1/23 to 2/6; objectives 1-4; 75 points**

What: Bring together four basic course components: first steps on your teaching philosophy, our class tech support structure, an analysis of the curriculum of one school at which you’d like to work, and first steps on your teaching portfolio.

Why: Each of these takes our course discussions/readings into practice by having you apply them to your own personal situation.

How: Varied dates – complete your resource assignment and observation. Choose an effective, novel, and concise format for your items.

1/23, rough concept map of your teaching philosophy Bring us a visual of your concept map in any format, such as a handout or slide. You can review pp. 228-230 in our text for support. You’ll develop this map over the semester and this is an opportunity to get a sense of your colleagues’ ideas. You’ll have no more than 2 minutes to tell us whatever you want about your map so ask questions, point out features – whatever you like. Give me a print copy and post it next week when our BB and wiki structures are set up.

1/30, BB and wiki structures set up [group work] You’ll be working in groups on this one so your group’s spokesperson will take about 5-7 minutes to run us through the basics of the set up. Someone else will share and explain a cheat sheet on how to use the structure. The point is to make sure we all understand how to use it.

1/30, curriculum analysis Examine the Master’s level curriculum of a school/department at which you’d consider teaching. Look at the curriculum as though you were preparing for a job interview. [1] Consider the structure of required courses. What proportion of the degree hours do they take? Do they cluster by area or are they the same for everyone? Are they conceptual or applied? [2] Consider the curricular support for specific individual professional paths. Are students required/encouraged/allowed to prepare for particular professions? If paths are not addressed at all, then how do the courses cluster? [3] Consider the courses you’d like to create or teach. Where would they fit into the overall curriculum? Would one of your courses fit into
the core? Would your course span professional paths, start a new one, enhance an existing one? Write up your analysis in about 250 words. You’ll have no more than 2 minutes to share what you find most surprising or engaging in your analysis. Post it.

2/6, rough outline/structure of teaching portfolio Bring a rough outline of your teaching portfolio’s structure. Use whatever format is helpful to you – a diagram, text, full color sketches, charts – anything that’s helpful to you. It should identify the basic components you intend to have (e.g., your teaching philosophy statement) and components you’re just thinking about having (e.g., a video of a presentation you’d like to give as a guest lecturer in one of your advisor’s courses). Go through the portfolio assignment and address each element of it in this rough outline even if it’s just few wild ideas you’d like to think about later. Put your initial ideas in it – not just placeholders but real ideas -- you can always pitch them later. You’ll develop the portfolio over the semester and this as an opportunity to get a sense of your colleagues’ ideas. As before, you’ll have no more than 2 minutes to tell us whatever you want about this so ask questions, point out features – whatever you like. Give me a print copy and post it.

Grading criteria: See our text, pg. 233 for the general grading rubric re class participation and preparation.

Second cluster of participation contributions; weekly 2/9 to 3/6; objectives 1-4; 75 points
What: Building on our initial work, these items move instructional basics to a more cohesive level through additional development.
Why: Each of these takes our course discussions/readings into practice by having you apply them to your own personal situation.
How: Varied dates – complete your resource assignment and observation. Choose an effective, novel, and concise format for your items.

2/9, post initial syllabus Write up and post your initial syllabus in whatever format you think most appropriate. Include, at a minimum, the course title, description, rationale, and learning goals. You’ll develop the syllabus over the semester and this an opportunity to get a sense of your colleagues’ ideas.

2/14, response to colleagues’ syllabus Post reasoned, concrete responses to at least two of your colleagues’ syllabi. (Look for those who do not yet have two responses.) For example, you might encourage greater clarity or conceptual cohesion.

2/20, assignment Write up a single, substantive assignment for your course – something worth at least 20% of the course grade. Include a clear description of what, why, and how. You’ll develop this assignment over the semester for your final teaching portfolio and this is an opportunity to get a sense of your colleagues’ ideas on their own assignments. We’ll share these out as the basis of discussions so bring copies for everyone. Post the original by the 20th, if you like, post a later revision that’s based on what you learn from your colleagues’ input.

3/6, firm content/structure material for teaching portfolio Take what you did a month ago and move it to the next level. Lay out a clean structure and populate it with drafts/outlines of the materials you’ll include in your portfolio. There should be a significant development between these two drafts of your portfolio. You’ll have our usual 2-3 minutes to share what you see as the most important change in your portfolio. Give me a print copy and post it.

Grading criteria: See our text, pg. 233 for the general grading rubric re class participation and preparation.

Third cluster of participation contributions; weekly 3/20 to 4/24; objectives 1-4; 75 points
What: Building on our initial work, these items move instructional basics to a more cohesive level through additional development.
Why: Each of these takes our course discussions/readings into practice by having you apply them to your own personal situation.
How: *Varied dates* – complete your resource assignment and observation. Choose an effective, novel, and concise format for your items.

3/20, *lecture outline* Based on what we covered on the 6th, write a 20-minute lecture for any single item in your course. You don’t need to write out the actual text as though it were something to read or memorize. Instead write out the points, examples, definitions, metaphors, and other components of the lecture fully enough that someone else could give the lecture for you. If possible, get a colleague to actually “give” the lecture to you based on what you’ve written -- that’s a good way to see how well your outline works. Open, develop, and close the lecture carefully. Indicate the lecture’s pacing in whatever way is most useful for you.

   If visuals and/or handouts are to be part of your lecture, then include them. You’ll develop the lecture over the semester for your final teaching portfolio and this is an opportunity to get a sense of your colleagues’ ideas on their own lectures. You’ll have no more than 2-3 minutes to share what you find most effective in your lecture design. Post it.

3/27, *active learning* Design and write up an active learning lesson to teach a small item from your course; the item can be something from your lecture. The lesson should take at least 30 minutes. Use a case study, group exercise, role play, self-analysis, problem-solving, or any other constructivist approach which requires students to actively engage in learning. Include the steps, prompts, points, and anything else someone would need in order to run the lesson for you. If you’d need props, then describe them clearly. If you’d need visuals or handouts, then include them. You’ll develop this lesson over the semester for your final teaching portfolio and this is an opportunity to get a sense of your colleagues’ ideas on their own active learning lessons. You’ll have no more than 2-3 minutes to share what you find most effective in your active learning design. Post it.

4/3, *grading rubric* Create a grading rubric for the assignment you designed on 2/20. (If you’ve changed the assignment, then use the new version.) Look at the rubrics in our textbook for examples but customize yours. This will be part of your final teaching portfolio that’s due next week and this is an opportunity to get a sense of your colleagues’ ideas on their own rubrics. You’ll have no more than 2-3 minutes to share what you find most effective in your rubric. Post it.

   Since there’s not much time for revisions on this before you put it in your final course package, consider coming in early to talk it over. I can’t give summative feedback in advance of a due date but formative feedback is always available for the asking.

4/24, *MOOC example* Get together in your original BB/wiki group. Select a couple of MOOCs and analyze their learning/teaching potential. In some cases you might need to actually “take the class” for a session or two in order to gauge its nature. Create a presentation that describes the MOOCs, compares/contrasts their teaching techniques, and provides the “take-away” lessons you all learned from studying MOOCs. Consider, for example, how your own courses would work in the MOOC format. Each group will have 30 minutes to make the presentation and manage the discussion that ensues; break up that 30 minutes in any way you choose. Post the presentation.

Grading criteria: See our text, pg. 233 for the general grading rubric re class participation and preparation.

**Teaching philosophy; 2/27; objectives 2 and 4; 150 points**

   Compose a 500-750 word statement of your own teaching philosophy. Explain the value you see in using teaching as a means of sharing, developing, or otherwise engaging with our discipline. You could explain your approach to instruction, course development, student learning, and/or anything else that you find appropriate. Readers should be able to readily delineate your sense of the balances between/among research, teaching, and service (objective 2). The format, organization, style, and content are your choice. Build from the brief explanation of your statement on 2/6. This document
will be included in your final teaching portfolio and you are encouraged to continue developing it for that assignment.

Grading criteria: Cogent, lucid, compelling statement of a teaching philosophy which is well developed enough to actually guide instructional work and support meaningful self-reflection. These are intensely personal and genuinely unique and the grading criteria, therefore, allow for great variety. You’re encouraged to come discuss your emerging philosophy statement well before it’s due.

**Course package; 4/10; objectives 1 and 3; 250 points**
Create an organized course package such as might be given to a curriculum committee as part of a proposal for a new course. It should include, at a minimum, the course title, the brief description such as might be used in the course catalog, goals, syllabus, assignments, grading rubrics for each assignment, a lecture, an active learning lesson, and an illustrative set of 7-10 readings. Optional materials include such items as a set of supportive resources (e.g., videos, professional associations, blogs) and additional lesson plans.

Since there’s not much time for revisions on this before you put it in your teaching portfolio, consider coming in early to talk it over. I can’t give you summative feedback in advance but formative feedback is always available for the asking. You’ll have 5 minutes to explain the strengths of your material. Post it.

Grading criteria: Complete, easily navigated, highly professional, internally consistent, and appropriately explained/developed segments.

**Teaching portfolio; 4/24; objectives 2 & 4; 225 points**
Create a professional, well-organized, functional online teaching portfolio. (You do not need to make it publicly available.) It should include, at a minimum, your teaching philosophy, your course package, and an explanation of your “stable” of courses. That last refers to (1) courses that you expect to be able to teach, such as research methods, and (2) courses that you would like to develop. Such an explanation usually runs about 250 words at a minimum.

Grading criteria: Complete, easily navigated, highly professional, internally consistent, and appropriately explained/developed segments.

**Pecha kucha presentation; 5/1; objective 3; 150 points**
Using the pecha kucha format (20 images x 20 seconds on an automatic advance), teach us about the 2-4 professional development teaching materials you’d most recommend to your colleagues. By 4/15, assign us two useful, academic readings to help frame the materials you will cover. For example, if you’re covering a blog on scaffolding, then you might assign us an article that synthesizes learning theories on the benefits of scaffolding.

Grading criteria: Correct use of the format, highly engaging, clearly communicates the value of each item.
INF 398T Course Policies

You are responsible for reading and following these course policies. Please let me know if you have any questions on any of them.

University’s Honor Code – see UT site for this

Please note that all matters of academic integrity are taken seriously in this course. Students who use, quote, or otherwise employ the ideas, words, and insights of others without appropriate attribution will fail the assignment and, possibly, the course. When in doubt, ask immediately. Asking is the sign of an intelligent, thoughtful response to our complex world of layered information resources.

Every student is required to take the plagiarism online tutorial [http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html] and assume responsibility for knowing its contents.

University’s Electronic Mail Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to e-mail address changes. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

In this course e-mail will be used as a means of communication. You will be responsible for checking your e-mail regularly for class work and announcements. Please be certain that your email address in Blackboard is correct at all times. You are the only one who can do this and it’s essential for course communication.

University’s Documented Disability Support Policy

The University of Texas seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state and local laws, regulations and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Services for Students with Disabilities at the beginning of each semester or as soon as the need arises. The student must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259- voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an assignment the student should remind the instructor of any testing accommodations that will be needed. See this Web site for more information: [http://ddce.utexas.edu/disability/].

Technology requirements

While our course is entirely in-person, we will be using a wiki and BB. You are required to have access to whatever technology is necessary for you to function well in this course. That includes Internet access that allows you to explore sites that might be blocked by some filters and sufficient memory to handle downloads and other course requirements. You can use any of the computer labs on campus but any other
arrangement is acceptable so long as your own needs for connectivity, printing, and information access are met.

**Attendance**

Due to the highly interactive format for the course, attendance is particularly important. If you miss one class for any reason, then see me about making up the work in whatever way is appropriate to the missing material. If you miss more than one class for any reason, then your course grade will be reduced by 30 points for each day missed.

*Religious Holy Days and observances* sometimes conflict with class schedules. If you miss an in-class work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must *notify each of your instructors at least 14 days prior to the classes scheduled on dates you will be absent to observe a religious holiday.*

**Grading: Late work**

Late materials will have a 1/3 letter grade reduction for each day they are overdue.

**Communication**

- I will make every effort to answer emails and phone calls *within 3 working days*. If you have not heard from me within those time limits, please let me know by an alternative form of contact so we can make sure there are no technical problems involved.
- I will make every effort to *grade and return assignments within 2 weeks of their due date*.
- If I have to cancel office hours, then I will note that on our BB announcement page along with the make-up time scheduled to replace the slot.

**Maintain work files**

Students are responsible for maintaining their own files of work, both submitted and returned, until official University grades are received. You are encouraged to keep these materials until graduation, as I may need some of it to compose a detailed and persuasive recommendation letter for you.

**Health and safety**

The University has a wide range of health and safety services available to all students. Please take full advantage of these support tools and let me know if you have questions about how to access what you need. Campus security encourages all of us to be aware of our surroundings at all times. For more on personal safety and health, take a look at these resources:

- Behavior Concerns Advice Line (BCAL) [http://www.utexas.edu/safety/bcal/]
- Stress management [http://www.cmhc.utexas.edu/stress.html]
- Crime prevention [http://www.utexas.edu/police/prevention/]

**Style guide**

Use the APA style manual, including sections on unbiased language.
Readings


