IA 697a Learner-Centered Teaching
Spring 2016 Syllabus
Section 1: Tuesdays 4-6 pm, Chavez 307 and online
Section 2: Online and Selected Thursdays 3-4:30 pm, ILC 136

Course Information: IA 697a 001 and 002 Learner-Centered Teaching

IA 697a Learner-Centered Teaching provides a foundation in learner-centered teaching, and includes theories of adult learning, approaches to course and lesson design, techniques to assess learning, and development of reflective teaching practices. It is appropriate for instructors who want to improve their teaching, and is required for students in the Certificate in College Teaching program.

Personal and professional development opportunities are built into the course and the learner is encouraged to make the course work for them in support of their personal and professional goals.

This hybrid course combines face-to-face/synchronous meetings, with online asynchronous discussions and activities. It is highly interactive with seminar-style discussions and experiential, formative teaching practice.

This course is part of, or can be transferred into, the graduate Certificate in College Teaching (CCT) program. Please visit the CCT website for more information: http://cct.oia.arizona.edu/

Instructor of Record:

Erin Dokter, PhD
Associate Professor of Practice, Office of Instruction and Assessment
Adjunct Faculty, Agricultural Education
  • Preferred contact is by email at edokter@email.arizona.edu. I will make every effort to respond to you within 24 hours.
Office hours: By appointment in the format of your choice.
  • In person: My office is in ILC #103C. We can also meet at another location on the UA Main Campus.
  • By phone: My office phone is (520) 621-2440.
  • Via Skype: My Skype ID is edokter421.

Learning/Performance Objectives:

By the end of this course, you will have demonstrated your proficiency to:

1. Develop a conceptual framework, personal philosophical basis and a working toolbox of effective learner-centered teaching/learning strategies and practices.
2. Apply the underlying theory, principles, skills/abilities and techniques/strategies to teaching adult learners and in your discipline.
3. Identify and reflect on the characteristics of effective instructional design and the scholarship that underpins this professional decision-making process.
4. **Explore, experience, practice and engage in** a variety of teaching strategies, techniques and resources in face-to-face, hybrid and online settings.

5. **Engage in dialogue and critical self-reflection** regarding concerns, challenges and controversies surrounding learner-centered teaching practice and scholarship.

6. **Practice application** of concepts and professional teaching decisions by engaging in a variety of learner-centered activities including peer assessment.

7. **Plan, implement and reflect on** a “microteaching” session: lesson plan, engagement strategies, instructional materials and assessment.

The course will focus on four functional themes: 1) Building a Framework for Learning and Teaching, 2) Theory and Practice of Instructional Design, 3) Self-Reflection as a Teaching Professional, 4) Application to Instruction. A course calendar is included at the end of this syllabus.

**Course Materials:**

The materials used in this course have been selected to help you develop a base for building your own teaching library. The texts and media are selected to reflect the breadth and depth of the scholarship of teaching and learning. Moreover, you will be invited to contribute resources at various times throughout this semester.

All texts and media sources used in this course will be available to you at no additional cost. A number of these texts will be in available in digital format (e.g., pdfs, ebooks). Each e-book at the library is licensed and these licenses have various levels of access. Please visit [http://www.library.arizona.edu/help/how-do-i/ebooks](http://www.library.arizona.edu/help/how-do-i/ebooks) for more details on using e-books through UA Libraries. If you prefer to use paper versions, you are encouraged to procure them from the bookseller of your choice.

Course readings will primarily come from the following texts (available as ebooks through the UA Libraries):


Additional articles or materials will be posted on D2L.

If you would like to review other recommended texts and begin exploring various resources on teaching, please visit the "Quick Guide to Teaching Resources" on the OIA site: [http://teaching.oia.arizona.edu/](http://teaching.oia.arizona.edu/) (login with UA NetID required).

**Technological Requirements:**

Teaching and learning in higher education today consists of blended learning environments, including increasingly sophisticated online learning technologies and methodologies. Whether teaching is good or bad does not depend on the learning environment (e.g. in-person, hybrid, or fully online) in which it takes place. While this is not a course about online teaching and educational technology, by its very nature you will have the opportunity to experience, experiment with, and reflect on various teaching
strategies and tools, in particular a number of possible features available in Desire2Learn (D2L). D2L is the vehicle for our course website and a tool for sharing course materials and additional interactions.

**Hardware:** You will need an internet capable device (e.g., computer, ipad, smart phone) Speakers and a microphone are recommended. Most laptops have integrated speakers and microphones. The library lends various technologies, including laptops, ipads, headsets, LCD projectors, etc. More information here: [http://www.library.arizona.edu/services/equipment-lending](http://www.library.arizona.edu/services/equipment-lending) Many of the computers in the library Information Commons also have webcams. Hours are posted here: [http://www.library.arizona.edu/applications/hours/building_parts/calendar/1](http://www.library.arizona.edu/applications/hours/building_parts/calendar/1)

**Software:** A computer with high-speed internet access and a recent, updated browser will be needed. The D2L team recommends Firefox, though Chrome, Safari, Opera, and Internet Explorer are also reliable. Specific computer requirements to use D2L can be found here: [http://help.d2l.arizona.edu/student/minimum-system-requirements](http://help.d2l.arizona.edu/student/minimum-system-requirements)

Most course readings will be available in Portable Document Format (PDF), though other readings may be in MS Word or URL format. Please ensure that your computer has software that can open documents in these formats. Adobe PDF Reader can be downloaded free here: [https://get.adobe.com/reader/](https://get.adobe.com/reader/)

You will also need to occasionally be able to view streaming videos (e.g., YouTube videos or VideoNote in D2L). D2L requires Adobe Flash [https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/) in order to do this. Please contact me if you have any questions or concerns about the technology requirements of the course.

**Technical Support:** For D2L-related questions, please visit the extensive D2L Help Pages at [http://help.d2l.arizona.edu/](http://help.d2l.arizona.edu/). If you do not find your questions answered there, please contact the D2L Support Team at D2L@email.arizona.edu. However, if you need help adjusting your browser or computer configuration, please contact the 24/7 IT Support Center. Please consult their website at [http://uits.arizona.edu/departments/the247](http://uits.arizona.edu/departments/the247) for different options to communicate, e.g. via phone at 520-626-TECH(8324), walk-in, or live chat.

**Learning Opportunities / Assessments:**

ALL assignments are required/mandatory and are designed to provide you with multiple opportunities for critical reflection and “practice” of the knowledge, skills and abilities contained within this class. This course will have a **Friday-Thursday schedule**, such that “Weeks” will begin on Friday and intermediate deadlines, class meetings, etc. occurring until the following Thursday. Guidelines, rubrics and due dates are posted in this syllabus and on the D2L site. All assignments that involve submission via D2L are due at 11:59 pm on the respective due date, unless otherwise specified.

1. **Vital Participation (15 points per week):**
   This course deeply connects resources, reflection, and practice. Rather than focusing exclusively on your individual development, I encourage and expect you to also engage with each other frequently and substantially. The quality of exchange, for instance in discussions, is a core value in this course. Full and “vital participation” includes:
1. Deeply engaging with course and individual objectives, content and assessments,
2. Participating in all activities, discussions, content creation, peer reviews, etc. as an active and collegial member of the learning community,
3. Participating in a respectful and professional manner at all times (also see Course Policies).

2. Critical Reflections (10 points per week, first 10 weeks, Due most Mondays by 11:59 pm)
   The Critical Reflections are opportunities to deeply engage with, critically think about, and after the first several weeks, apply various concepts and authors in learner-centered education. Take time to think about the texts and process experiences and then share your thoughts. Reflective practice and metacognition – thinking about your thinking—is a key theme in the scholarship of teaching and learning.

   Many Critical Reflections will be written texts, but you may be asked or invited to choose between audio or video versions. Text versions may range from roughly 500 words to 1,000 words (audio and video might be roughly 3-5 minutes). You are always encouraged to include images, graphs, or other visual materials to support your reflection and to allow your preferences and creativity to drive your communication strategies. More application-level reflections will involve creating and peer reviewing instructional materials.

   The length of the contribution is not as important as its quality. Your Critical Reflections are scholarly works, striving to educate yourself and your peers about a topic, connect it with your own personal experience, and raise questions for further consideration. Sharing your Critical Reflections should not take away from their professional, i.e. critical and analytical quality.

   Detailed prompts, due dates, and instructions for posting the Critical Reflections will be provided each week on our D2L course site.

3. Two Observations of Learner-Centered Teaching (25 points each)
   In the first weeks of the semester, an approved list of instructors and observation opportunities will be posted. Choose observation opportunities with two different individuals, at least one being outside of your discipline and at least one in a face-to-face class. Respectfully contact the instructors and ask if you may observe their teaching. Observe their classes, take notes based on a teaching observation tool of your choice (examples will be discussed), and provide written developmental feedback regarding teaching effectiveness to the two individuals. Guidelines will be posted on D2L and reviewed in class.
   1. Observation #1 due to the D2L Dropbox by **Friday, March 11th by 10:00 pm**
   2. Observation #2 due to the D2L Dropbox by **Friday, April 22nd by 10:00 pm**

   (Note: This difference in due time of 10:00 pm is to ensure submissions do not occur during D2L maintenance and upgrade hours: [http://help.d2l.arizona.edu/content/d2l-scheduled-maintenance-policy](http://help.d2l.arizona.edu/content/d2l-scheduled-maintenance-policy))

4. Individual Microteaching (75 points)
   Plan, teach, and reflect upon an interactive, learner-centered “Microteaching session” appropriate for a general adult audience to our class. You will also provide constructive feedback to colleagues on their teaching planning and practice. A rubric and guidelines will jointly be reviewed and posted on the D2L site.
1. Post a complete lesson plan to the D2L Discussion area one week prior to your teaching session (20 points)
2. Microteaching session (40 points)
3. Self-Reflection will be due to the D2L Dropbox 48 hrs after the end of your Microteaching session (15 points)

5. **Formative Teaching Philosophy** (50 points)
   Write a 1-2 page statement that illustrates your current philosophy of teaching as a college teaching professional in general and in your discipline. Your Formative Teaching Philosophy is due to the D2L Dropbox by **May 5 at 10:00 pm**.

6. **Professional Development** (optional extra credit; 25 points, Due by May 5 at 10:00 pm)
   The Extra Credit is an opportunity for you to engage in resource literacy and self-directed professional development. Your write-up will be posted to a discussion forum so that peers may also benefit from your learning efforts. You have three options; please choose one:

   1. **Option 1 – Teaching Blog Evaluation**: You can choose either listservs, an RSS reader, or Twitter to follow blogs on teaching in higher education, such as Faculty Focus/Tomorrow’s Professor, Edutopia, Educause, or others. The task is to follow two blogs for one month and to write a short evaluation focusing on the following questions: What is the nature of the blog? What have you learned from following it? How do you evaluate it?
   2. **Option 2 – OIA Workshop**: You may visit an in-person OIA workshop or complete a self-paced OIA online training that is not already part of this course. Please consult the OIA website at [http://oia.arizona.edu/professional-development](http://oia.arizona.edu/professional-development) for upcoming events and D2L Self-Registration for available online trainings. Following the event or online training, write a summary and critical reflection that will be useful for your peers.
   3. **Option 3 – Scholarly Article**: Identify a journal with focus on teaching in your discipline. Browse the latest issues and select one scholarly article for close reading. Write a summary and evaluation of this article to share with your peers. Your write-up should be a text of roughly 1,000 words in length.

**Summary: Table of Assignments**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation: 15 weeks</td>
<td>225</td>
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<td>(15 points each)</td>
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<td>Critical Reflections:</td>
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<td>10 modules (10 points each)</td>
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<td>Peer Observations:</td>
<td>50</td>
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<td>2 occasions (25 points each)</td>
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<tr>
<td>Microteaching (20+40+15 points)</td>
<td>75</td>
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<tr>
<td>Formative Teaching</td>
<td>50</td>
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<tr>
<td>Philosophy (50 points)</td>
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<td><strong>Total:</strong></td>
<td><strong>500</strong></td>
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<tr>
<td>Professional Development</td>
<td>25</td>
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Every effort will be made to update the D2L Gradebook on a weekly basis.

**Grading Scheme:**
Following UA policy guidelines, the grades will be calculated as follows:

A (earning 90-100% of total points)  
B (earning 80-89% of total points)  
C (earning 70-79% of total points)
D (earning 60-69% of total points)  
E (earning 59% or less of total points)

The University policy regarding grades and grading systems is available at:  
http://catalog.arizona.edu/2015-16/policies/grade.htm

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies:  
http://catalog.arizona.edu/2015-16/policies/grade.htm#I  
and http://catalog.arizona.edu/2015-16/policies/grade.htm#W.

**Course Policies:**

1. **Creating and Maintaining a Professional Learning Community**  
   In order to create a safe and collegial environment, akin to committee, departmental, or other working groups, may we all endeavor to support each other, while maintaining respectful interactions through all communications (in person, online, through email, etc.). Perhaps needless to say, but a few additional considerations in the service of civil discourse:

   Civil discourse is an engagement in discussion that is guided by mutual respect and appreciation. Any true learning involves taking risks and the diversity of knowledge is an asset to class discussions. However, we never know how something will “land” with another. Constructive criticism and questioning commentary is highly encouraged using scholarly, professional, and respectful communication. Please ask for clarification of points or options in a spirit of open inquiry.

   Please consult the “Disruptive Behavior Policy” in the University Policy Statements [below] and the UA Dean of Student’s resources on cyberbullying at https://deanofstudents.arizona.edu/cyberbullying with questions.

   Also the UA National Institute of Civil Discourse: http://nicd.arizona.edu/ may have useful resources.

   All members of the community hold the right to enforce course policies, including asking individuals to cease an action or activity.

2. **Accessibility and Accommodations**  
   It is both the University’s and our program’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, let’s meet to discuss. You are also welcome to contact Disability Resources to establish reasonable accommodations.

   Disability Resource Center • 1224 E. Lowell Street • Tucson, AZ 85721  
   Phone: 520.621.3268 V/TTY • Fax: 520.621.9423  
   uadrc@email.arizona.edu
3. **Scheduling, Absences, and Late Work**

We recognize that you are busy individuals with personal and professional lives outside of this class. This may be the first teaching class or hybrid class you are taking. Weekly and regular deadlines are designed to help you create a regular schedule around this course, as well as encourage persistent learning during the semester. For those weeks that may be fully online (particularly for the “Thursday” section), you are encouraged to set aside specific time to work on the course. Because online asynchronous discussions are a part of the class weekly, we recommend you “check in” to the course regularly between Monday and Thursday or subscribe to discussions to receive email notifications (http://help.d2l.arizona.edu/student/subscribing-discussions). Life happens! Therefore, the D2L gradebook is set up to drop your lowest participation score. The extra credit option can be used to balance out additional grades. Moreover, I am open to working with you on an individual basis to ensure your success in this class. Please communicate any potential situations that arise that may affect your participation or learning ahead of time to negotiate any needed deadline extension or absence.

That being said, as a professional educator and faculty member, organization and timeliness are essential. You are a role model and a mentor to your students. Please check the syllabus and the D2L course site regularly so that deadlines are not missed! Careful time management and meeting deadlines is a matter of collegiality to your peers.

4. **University and Other Policy Statements**

Please go to the referenced websites and familiarize yourself with your legal responsibilities as an instructor (or future instructor) and as a learner.

**Officially Excused Absences:** The UA’s policy concerning Class Attendance and Administrative Drops is available at: [http://catalog.arizona.edu/2014-15/policies/classatten.htm](http://catalog.arizona.edu/2014-15/policies/classatten.htm)

The UA policy regarding absences on and accommodation of religious holidays is available at [http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice](http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice). Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. Otherwise the absence policy is determined by the course instructor. See: [https://deanofstudents.arizona.edu/absences](https://deanofstudents.arizona.edu/absences)

**Academic Integrity:** Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity) [http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

While we realize many individuals work together within their departments and may “co-author, brainstorm” documents, for this class we require all submitted work to be from the author – it must not contain the work of others. If it is necessary to reference others’ work (e.g. brief quotations), please
cite appropriately. The University Libraries have some excellent tips for avoiding plagiarism available at: [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

**Student Accountability:** University of Arizona students have agreed to abide by the standards for behavior set forth by the Arizona Board of Regents. The Student Code of Conduct is in place to create a safe, healthy and responsible environment that allows UA students, faculty, and staff to be successful in their daily endeavors and long term goals. Students should review the Student Code of Conduct accessible here: [http://deanofstudents.arizona.edu/accountability/faculty/student-accountability](http://deanofstudents.arizona.edu/accountability/faculty/student-accountability)

**Disruptive Behavior in an Instructional Setting:** Disruptive Behavior is Prohibited. "Disruptive behavior" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Students who engage in disruptive behavior may be directed by the instructor to leave the class for the remainder of the class period. If the student refuses to leave after being requested to do so, the instructor may summon the University Police. For more, see: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional)

**Threatening Behavior by Students:** The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: [http://policy.arizona.edu/threatening-behavior-students](http://policy.arizona.edu/threatening-behavior-students). “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property.

**Statement of Copyrighted Materials:** Please be advised that all lecture notes, lectures, study guides and other course materials disseminated, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use. Individuals may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Individuals who sell or distribute these materials for any use other than their own are in violation of the University’s Intellectual Property Policy (available at [http://www.ott.arizona.edu/uploads/ip_policy.pdf](http://www.ott.arizona.edu/uploads/ip_policy.pdf)). Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

Previous students have given permission to have samples of their work posted to serve as examples for you! Please do not COPY their work – these are merely examples to provide you with basic guidelines. If you would like to contact a previous student regarding their work, we can provide you with their email address. At the end of the semester, we will be asking for your written permission to have some of your work serve as examples for the next cohort of students.

**UA Libraries Fair Use & Copyright Resources:**
- Fair Use & Copyright tutorial: [http://www.library.arizona.edu/tutorials/fair_use_and_copyright_in_instruction/](http://www.library.arizona.edu/tutorials/fair_use_and_copyright_in_instruction/)
- Copyright Guide: [http://www.library.arizona.edu/help/tutorials/copyright/](http://www.library.arizona.edu/help/tutorials/copyright/)
- Fair Use Checklist: [http://www.library.arizona.edu/services/faculty/scholcom/fairuse/](http://www.library.arizona.edu/services/faculty/scholcom/fairuse/)
- More questions? Contact librarian Dan Lee: [http://www.library.arizona.edu/about/contact/employee.php?id=81](http://www.library.arizona.edu/about/contact/employee.php?id=81)
Additional Resources for Students:
- UA Non-discrimination and Anti-harassment policy: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy
- UA Academic policies and procedures are available at: http://catalog.arizona.edu/2014-15/policies/aaindex.html
- Student Assistance and Advocacy information is available at: http://deanofstudents.arizona.edu/student-assistance/students/student-assistance
- Confidentiality of Student Records: http://www.registrar.arizona.edu/ferpa/default.htm

A Final Note: With any journey, we may want to take side trips or stay longer in one location thus our itinerary may change. We will discuss and decide upon changes to the syllabus together.

Course Calendar

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 13-21 (Section 1 &amp; 2 in-person)</td>
<td><strong>Defining Learner-Centered Teaching</strong>&lt;br&gt;(Dr. Martin Luther King, Jr. holiday – Jan. 18)</td>
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<td>2</td>
<td>Jan. 22-28 (Section 1 in-person, Section 2 online)</td>
<td><strong>Adult Higher Education</strong></td>
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<td>3</td>
<td>Jan. 29-Feb. 4 (Section 1 in-person, Section 2 online)</td>
<td><strong>Power and Responsibility in Teaching and Learning</strong></td>
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<td>Section 2</td>
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<td>Feb. 5-11</td>
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<td>Feb. 12-18</td>
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<td>Feb. 19-25</td>
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<td>Mar. 4-10</td>
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<tr>
<td>Mar. 11-17</td>
<td>(Spring Break) Teaching Observation 1 Due by Mar. 11 at 10:00 pm No Additional Readings or Assignments.</td>
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<tr>
<td>Apr. 8-14</td>
<td>Micro-teaching Assignments: (see Schedule and Guidelines on D2L)</td>
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<tr>
<td>Apr. 11-17</td>
<td>Micro-teaching Assignments:</td>
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**Assignments:**

- Reading and Critical Reflection #7 due by Mar. 7
- Discussion Responses by Mar. 10
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Assignment</th>
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<tbody>
<tr>
<td>Apr. 15-21</td>
<td>(see Schedule and Guidelines on D2L)</td>
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<td>(Format TBD)</td>
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<td>Micro-teaching</td>
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<td>Apr. 22-28</td>
<td>Assignments:</td>
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<td>(see Schedule and Guidelines on D2L)</td>
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<td><strong>Teaching Observation 2 Due by Apr. 22 at 10:00 pm</strong></td>
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<td>16</td>
<td>Refining the Teaching Philosophy</td>
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<td>Apr. 29-May 4</td>
<td><strong>Reading:</strong> Jan 2012, “Reading and Writing Critically” (D2L)</td>
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<td>Assignments:</td>
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<td>Finals Week</td>
<td><strong>Assignments:</strong></td>
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<tr>
<td>May 6-12</td>
<td>a. Teaching Philosophy Due by May 5th at 10:00 pm</td>
</tr>
<tr>
<td></td>
<td>b. Optional Professional Development Due by May 5th at 10:00 pm</td>
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</table>

**Note:** Because of the Dr. Martin Luther King, Jr. holiday, this week’s due dates are extended.