In providing these useful tips, Provost Wylie has built on the valuable recommendations handed down by several provosts before her.

Main Message: Being a good teacher is not hard. All you need to do is: take your job seriously, prepare before you go to class, make yourself available to students, and treat the students with respect. Being a great teacher takes a lot more.

Specific Recommendations:

Beginning of the Semester
1. Hand out a course syllabus at the first class, and follow it.
2. Let the students know what is expected of them (the material they will learn, the homework, exams, lab reports, etc.)
3. At your first class, state clearly the method by which grades will be determined. Do not change this method later in the semester.
4. Specify important dates (exams, project due dates) at the first class. Be considerate of students’ constraints (e.g., religious holidays).

Every Class/Lab
5. Come to class early, begin class on time, and end class on time. Stay a few minutes at the end of each class to answer questions, address concerns, etc.
6. Start each class with a brief review of what was covered in the last class and what you expect to cover in this one.
7. Go over the material to be covered before each class/lab. Rehearse your presentation. Understand the material yourself before you try to teach it.

“Teaching Tips” continued on page 8
From the Director’s Desk: Why Using Technology to Enhance Teaching Makes Sense

By Spencer Benson, Director of the CTE

From the time we get up in the morning until we retire for the night, technology, for better or worse, is part of our lives. For our students, it is even more so. They have grown up in a world where there have always been personal computers, cell phones, the Internet, immediate access to information, and personal music devices that accompany one everywhere. Today’s students are electronically connected to parents, to friends, and to peer groups during nearly all of their waking hours, through Facebook, Twitter, Skype, instant messaging, You Tube, etc.; therefore, they are more familiar and comfortable with these communication tools than pen and paper. When I walk across campus as students are changing classes, I often count the number of students talking on cell phones, texting, listening to the their i-Pod, or doing all three. A rough estimate is that between 30 and 40 percent of the students are electronically engaged as they walk between classes. We all wish that their connection to our classes was as pervasive, robust, and important. If we want to reach the majority of our students, then we need to meet them on their ground and not just expect that they will always meet us in our environment of academic texts and discourse.

A decade ago the early use of technology in education was just beginning to take root and grow. Previous attempts at using technology to deliver education were less than successful and often abandoned after a few semesters. Do any of you remember taking or teaching classes that were broadcast on close circuit TV? With the advent of email and learning management systems (LMS) and user friendly packages for creating and editing text, images, and presentations—such as Microsoft Office—and with the digitization of information so that it can be searched, transmitted, stored, and retrieved remotely, the use of technology for teaching expanded rapidly. Today, every UM student takes classes that require them to access ELMS on a regular basis, and many (most) faculty communicate with their students and disseminate information including text, audio, and video to their classes using various instructional technologies such as email, ELMS, Wimba, student classroom response devices (clickers), blogs, wikis, instant messaging, Twitter, I-Tunes-U and Facebook. One might ask if the development and use of technology for teaching and learning has been a positive or negative influence on the mission of the university. However, the question is moot. Whatever the answer might be, the reality is that the use of technology for educational purposes now is ingrained in the fabric of how we teach and what tools we use. A publication, “The Digital Campus” by the Chronicle of Higher Education, addresses the question of benefits of the use of technology for university teaching and learning (http://chronicle.com/section/The-Digital-Campus/529/). Moreover, the rise of on-line for-profit and public universities and the commercialization of LMS and other education delivery tools confirm that the use of technology to deliver education is here to stay.

Certainly, there may be faculty who may choose to ban laptops, cell phones, I-Pads, and other electronic devices. But whether they do or not, the students will inevitably bring them to the classroom. I once visited with a faculty member who had struggled to engage his class in his course on American literature. Finally, he announced that henceforth he would never allow cell phones in his classroom and that any student caught using a cell phone would receive a failing grade for the class. The next day he was surprised when the students all brought their cell phones to class. He then realized that they were not there to engage in the class but to use their cell phones. The moral of the story is that technology is there whether we like it or not. The question is not whether we should embrace it but rather how we can use it to enhance our teaching and learning.
A First Look at the First Year Book:
The Immortal Life of Henrietta Lacks

Each year the University selects a book that will provide a shared intellectual experience for faculty, staff, and all first-year students. The First Year Book provides an opportunity for community dialogue on a topic from the perspective of different disciplines, from the sciences to the humanities. Guest speakers, films, and panel discussions provide additional opportunities outside of class to generate discussion around a common theme. Our community is stronger when we are free to challenge each other and listen respectfully. The University does not shy away from challenging or controversial issues; on the contrary, free and spirited speech is at the very heart of an academic community.

The Immortal Life of Henrietta Lacks is the story behind the HeLa cell line, an immortal line of cells that are responsible for some of the most important innovations in modern science, from the vaccine for polio to discoveries in cancer and AIDS. The HeLa cells were taken from a poor African American mother of five in Baltimore without her consent and who later died from a very aggressive cancer. Despite the importance of Ms. Lacks’ cells, her family continued to live in poverty and ill health, knowing nothing of her great contributions. Rebecca Skloot spent ten years and great personal expense investigating this story and her book raises questions about ownership of one’s cells and the ethics of medicine in the context of race, class, and education.

Faculty members interested in reviewing the book for inclusion in their courses may pick up a copy in 2110 Marie Mount Hall.

First Year students will receive their copy of The Immortal Life of Henrietta Lacks at the Terp Market on Sunday August 30th at 3:30-5:30 PM in the STAMP Grand Ballroom. After this date, students may pick up a copy at the front desk of the Undergraduate Studies office in 2110 Marie Mount Hall.

On October 26th at 4:00 PM, Lee Thornton, Professor of Journalism will be interviewing Ms. Lacks’ son. More details are forthcoming on the undergraduate studies webpage at www.firstyearbook.umd.edu.

The Honor Pledge

The Student Honor Council encourages instructors to include the following information in course syllabi:

“The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu. To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)”.”
For five years now, the Center for Teaching Excellence has organized a Summer Institute on Teaching With New(er) Technologies, a three day long faculty retreat designed not to teach UM faculty how to use technology in the classroom, but rather to help them think in new ways about how technology might enhance their teaching goals. Each year, the institutes have attracted greater attention and achieved greater success. In 2010, the Summer Institute received 36 applications, out of which only fifteen participants were selected. In 2011, we believed that demand was high enough to organize two institutes with each serving sixteen faculty. This year, a record 52 applicants sought one of the 32 seats in one of the institutes.

One institute was held May 25th through the 27th, the other June 6th through 8th. CTE always strives for a broad range of participants in the Summer Institute, both across disciplines and across the University itself. This year’s class included one staff member from both the Honors College and College Park Scholars, and two from the counseling center. The rest were faculty, ranging in seniority from lecturers to full professors. Four participants came from the English department, four from the biology department, two each from history, animal and avian sciences, communication, and kinesiology. Other participants came from departments as wide ranging as classics, architecture, Digital Cultures and Creativity, agriculture, dance, and computer science.

Both the May and June institutes followed similar schedules. The bulk of the first day in each was devoted to twelve brief faculty presentations demonstrating a variety of technologies. These faculty were often participants in previous institutes, and their presentations addressed a wide range of technologies: lecture recording software, social media like Twitter, wiki, and blogs, clickers, online course management systems, and a system for online peer review. The first day ended with a brief discussion about what participants found the most useful, and what they might integrate into their own projects.

Participants arrived on the second day to find their tables moved into groups, and they were encouraged to workshop, to draw upon each others’ ideas and expertise, and to consult with both CTE and Office of Information Technology staff as they developed their ideas. An entire uninterrupted day devoted to developing a project is a rare prize for most faculty members, and participants were astonished at how much they accomplished.

Finally, on the third day, participants took fifteen minutes each to briefly present their plans to integrate their projects into a course they would teach in the 2011-2012 school year. A concluding discussion made clear that while different faculty responded best to differing portions of the Institutes, all found the experience useful and inspiring. Their presentations demonstrated that there is a wide variety of exciting pedagogical plans underway at UM.

One participant, for instance, is creating a course focused entirely around Facebook, encouraging students both to treat Facebook as an object of study, but also as a way to encourage student participation. Others are working with backchannel software, like Google Moderator or Twitter, which allows students to communicate with each other and the professor in real time while class is underway. A professor of history building online versions of great eighteenth century European cities, with material that will immerse students in the art, commerce, literature, and daily life of Rome or London, while an instructor in Behavior and Community Health is preparing her students to develop their own “TEDTalks,” online, recorded presentations that use a variety of presentation software to present their research findings. In total, our participants are experimenting with smartphones and clickers, with social media like Twitter, Facebook, and Second Life, and with Wimba Classroom, Moodle, and Panopto.

As the 2011-2012 school year progresses, it is CTE’s hope that these 32 faculty members will take their new expertise and awareness of the possibilities for scholarly teaching and learning that technology offers back to their departments, sharing these things with other faculty and making UM a more vibrant pedagogical community. Additionally, three times a semester, the participants will reconvene to discuss the implementation of their plans: what is going well, what is not working as expected, how students responded, and so forth. By the end of the year, we expect this learning community will be an experienced source of expertise and pedagogical innovation, and a resource to the rest of the campus.
The 2011-12 CTE-Lilly Graduate Teaching Fellows

The application deadline is Wednesday, August 31, 2011 for the 2011-2012 academic year.

The CTE-Lilly Graduate Fellowship is a venue to develop and sustain a cross-disciplinary learning community of graduate students as future faculty. It productively focuses on undergraduate teaching and learning. The CTE-Lilly Graduate Fellowship program is modeled after the very successful CTE-Lilly Fellowship program for faculty, which has been in place for nearly 20 years. More information can be found on CTE’s website at http://www.cte.umd.edu/programs/graduate/lillygraduate/index.html.

Eligibility and Application Process

Senior graduate students who have completed their required coursework, passed their qualifying exams, and have taught undergraduates at UM for at least a year may apply to be a CTE-Lilly Graduate Fellow. The application consists of an online form summarizing qualifications, a letter describing their teaching experience and articulating their interest in being a fellow, and a letter of support from an advisor or other appropriate UM faculty member. Participants will be selected by CTE staff and a faculty panel of CTE-Lilly Fellows. They will be selected on the basis of previous involvement with teaching and learning and the promise of their application narratives.

Applications for the 2011-2012 year are currently being accepted at:

http://www.cte.umd.edu/programs/graduate/lillygraduate/apply/index%20-%20Copy.php

The application deadline is Wednesday, August 31, 2011.

2011-12 International Graduate Teaching Fellows

Application Deadline: TBD

The Graduate School, in partnership with the Center for Teaching Excellence, is pleased to announce the continuation of our program to support the professional development of international graduate students. This initiative, the International Teaching Fellows program, works with international graduate teaching assistants (IGTAs) who have recently joined the University to facilitate their development as future faculty and as University of Maryland graduate teaching assistants. The International Teaching Fellows will function as a learning community under the guidance of CTE staff. They will write, share, and discuss reflections on teaching and will investigate strategies for improving their understanding of effective undergraduate education. Fellows will dedicate approximately 20 hours per semester to the program. International Graduate Teaching Fellows will receive a $500 supplemental stipend upon program completion. International Teaching Fellows are nominated by their graduate directors and compete for one of eight slots.

If you have questions or would like to discuss the program, please contact Spencer Benson at sbenson@umd.edu or 5-9356 or visit http://www.cte.umd.edu/ITF.
The Center for Teaching Excellence (CTE) Fall Workshop Series in partnership with the Office of Undergraduate Studies (UGST) will focus on the new General Education (GenEd) program that will begin full implementation in Fall 2012. To meet the needs of the new program and facilitate faculty participation in the new GenEd program, CTE and UGST will co-host workshops focusing on the GenEd program. All workshops will be in the Maryland Room, 0100 Marie Mount Hall from 12:00 PM to 1:30 PM.

“UTLP: Public Speaking and Presence” on Thursday, September 15th
This UTLP workshop invites faculty and graduate teaching assistants to examine their public presence in the classroom. Participants will learn how to project authority, convey their passion, and build personal connections with students. This hands-on workshop will challenge participants to think about their speaking behaviors and improve their public speaking skills in real time.

“Making Your I-Course Stand Out” on Thursday, September 22nd
In these hands-on workshops, faculty will work on enhancing their I-Course proposals. Faculty experts will be present to help faculty deal with questions such as what pedagogies work for I-Courses, how one uses technology to facilitate student learning and course delivery, and how one addresses the I-Course learning outcomes.

“Scholarship in Practice” on Wednesday, October 6th
Scholarship in Practice is a new GenEd area that encourages students to put traditional learning into practice and results in an outcome such as a performance, a product, a policy, or an artistic work. In this workshop a panel of faculty will provide an overview of what constitutes scholarship in practice and answer questions regarding learning outcomes/expectations for this GenEd area. Much of the workshop will focus on faculty conversation addressing how one integrates scholarship in practice into a course or student learning experiences.

“Understanding Plural Societies and Social Competence” on Thursday, October 20th
Scholarship in Practice is a new GenEd area that encourages students to put traditional learning into practice and results in an outcome such as a performance, a product, a policy, or an artistic work. In this workshop a panel of faculty will provide an overview of what constitutes scholarship in practice and answer questions regarding learning outcomes/expectations for this GenEd area. Much of the workshop will focus on faculty conversation addressing how one integrates scholarship in practice into a course or student learning experiences.

“Big Idea Pedagogies” on Thursday, November 10th
By addressing both contemporary problems and the enduring issues of human existence, I-courses speak to the University’s historic role both as a timeless repository of human knowledge and as a source of solutions to important and complex issues of the day. In this workshop a panel of I-course faculty will address how they have tackled the many pedagogical challenges of teaching complex issues where there are not single answers, or textbooks and for which they may not have deep expertise. Come join in a stimulating conversation with peers about cutting edge pedagogies that can be adapted to many courses.

“Getting Started and Being Efficient in Your Teaching” on Thursday, November 17th
This workshop is directed at faculty who are new to teaching at Maryland. All faculty are invited and encouraged to attend this interactive workshop. In the workshop we will focus on campus resources that can be used to make teaching more effective, less time demanding, and more enjoyable. A number of studies have shown that faculty who use resources such as CTE are more productive, receive better teaching evaluations, and have a higher career success rate. Come join us in a conversation with peers on how to successfully address teaching and student learning issues and challenges at Maryland.
devices in their classes and teach primarily using a blackboard and chalk. For some teachers, classes, and subjects this approach can be both appropriate and effective. However, for most it is not, and for several reasons. First, our students are used to having information presented and accessible in electronic form and expect it. Second, unless one is skilled in the use of chalk talks, this mode of communication is often not as effective or efficient as the electronic tools we use daily in our discipline work. Third, it forgoes the richness of multimedia to present ideas, to illustrate connections, and to immediately access information resources.

Maryland is striving to be at the forefront in the use of technologies for enhancing teaching and learning. There are many initiatives and resources on campus that focus on helping faculty to use technology to increase student leaning and to make teaching more flexible and efficient. Recent examples include a faculty review committee that evaluated five different LMS to make a recommendation as to what system will be in place when the current ELMS (Blackboard) contract ends in 2013. This past semester, more than 50 faculty applied to participate in the annual CTE Summer Institute for Teaching and Learning with New(er) Technologies. The Maryland Mobility Initiative, the purpose of which is to study whether incorporating mobile technology enhances the student educational experience (https://mobility.umd.edu/index.html), continues to explore how mobile technology can be leveraged to enhance student learning and academic life. Associated with the Maryland Mobility Initiative is the new Digital Creativity and Culture (DCC) living-learning program in the Honors College (http://dcc.umd.edu/) where all incoming student are given I-Pads. This year will also see the launch of the Provost’s Initiative on Blended Learning (http://www.provost.umd.edu/announcements/BlendedLearning2011.cfm). It involves the complete redesign and implementation of ten challenging undergraduate courses from across the campus into blended learning formats. Blended learning courses involve a combination of face-to-face and online interactions, built in a rich collaboration environment that includes a variety of information sources such as multimedia data, social technologies (such as blogs, Wikis, Twitter), simulations, and visualization for individual and collaborative learning and for team projects.

For faculty from novice to expert, who are interested in learning how to use technology in their teaching there are numerous campus resources to help them understand what is available, what various educational technologies can do, how to use them, and what works. The primary resource is the Office of the Provost’s Initiative on Blended Learning. For more information, please contact UTLP coordinator Alexis Williams at ayw@umd.edu or call (301) 314-1287.
8. Treat every question as a good question, no matter how bad you might think the question really is.

9. Make the material easier, not harder for your students. Education is not a rite of passage – the goal is knowledge transfer and intellectual growth.

10. Make eye contact with your students as you teach – you will be able to tell whether they understand you from the look on their faces. In a large class, restlessness usually means you need to try a new approach to the material.

11. Use the same notation, terms, etc., as are used in the textbook or reading assignments. Be consistent. Refer to the textbook specifically.

Start easy and get harder.

14. Do not use problems from previous exams on your exams. Take the time to write original questions and problems. However, it is reasonable to repeat questions used earlier in the semester on the final exam.

15. Be just in your grading. Students who do better should get better grades.

16. Return all homework, lab reports, and exams the very next class. Make yourself available to students who want to discuss your grading of their exam/assignment/lab report. If you make a mistake grading an exam/assignment/lab report, correct your mistake.

Other General Advice

17. Never turn a student away from your door, even if they come outside of stated office hours.

18. Identify those students who are having trouble with your class/lab early in the semester, and meet with them individually to address these problems. Offer to give them extra problems/assignments if appropriate.

19. Get to know your students, but don’t encourage personal relationships with them. Remember that you are in a position of authority over them, and any personal overtures to them on your part could be misinterpreted.

20. Remember everything your professors did that you didn’t like when you were an undergraduate, and don’t do those things.

21. Take pride in how many students do well in your course, not in how many do poorly.

22. Bring the best out of your students. Great teachers do this well.

23. Have fun! There is nothing more gratifying than being an effective teacher.

Teaching-Related Policies and Resources

“Can I reschedule a final exam?”

“What are the University’s guidelines for attendance policies?”

“In what cases I am required to submit early warning grades?”

“What must be included in my course syllabi?”

“Do I need approval to sell my own textbook to students taking my course?”

The Office of Faculty Affairs offers a brief introduction to the University’s policies, procedures, and resources related to teaching, advising and mentoring on its new and improved website. It is available at the Faculty Affairs website:

www.faculty.umd.edu
Information Technology (OIT)’s Learning Technology group (http://otal.umd.edu/), where faculty can find information on training, using ELMS, supporting e-learning tools, and consulting with educational technology designers. OIT also supports student classroom response devices (clickers) (http://www.clickers.umd.edu/) and Panopto classroom capture (http://www.oit.umd.edu/tc/Panopto.html), which allows faculty to capture their lectures in UM’s technology classrooms and from their local computers and upload the video or audio files to their ELMS class site. CTE maintains a small library, which includes books on how to use technology to enhance student learning. Beyond campus there are numerous resources including the Chronicle of Higher Education, (http://chronicle.com/), ProfHacker (http://chronicle.com/blogs/profhacker/), Teaching, Learning and Technology group (TLT) (http://www.tltgroup.org/), EDUCAUSE (http://www.educause.edu/), and EDUCAUSE-Learning-Initiative (ELI) (http://www.educause.edu/eli).

Finally, the best and most useful resources for improving the use of technology in your teaching are your colleagues. The success of CTE’s Annual Summer Institute for Teaching and Learning with New(er) Technologies comes not from the ELMS site, or from the resources or presentations we provided but from the conversations and brainstorming among the institute participants as they work to find technology solutions for their pedagogical problems, which then changes how faculty think about using technology in their classes. If you are interested in learning more about how using technology can enhance teaching and learning please contact us at CTE (cte@umd.edu) or the Learning Technology Group (learningtools@umd.edu).

The 2011-2012 Teaching Resource Guide

The Center for Teaching Excellence’s newly revised *Teaching Resource Guide* provides an introduction to best practices and pedagogical principles. Available in hard copy in the Center for Teaching Excellence or online in PDF format on CTE’s website (cte.umd.edu/TRG.pdf), this updated edition includes useful advice for teachers, important University contacts, and even recommendations for whom to contact and where to begin when introducing technology into your course. The guide’s five sections provide an overview of teaching and learning at the University of Maryland, including individual chapters for graduate student teaching assistants and faculty. Separate sections on resources and policies help faculty more effectively locate University resources and policies when needed.

cite.umd.edu/TRG.pdf
Distinguished Scholar-Teacher Lecture Series

The following lecture series is sponsored by the Office of Faculty Affairs and highlights the work of those faculty who have received the Distinguished Scholar-Teacher Award.

Colin Phillips, Linguistics
1400 Marie Mount Hall, Thursday, October 20, 2011 at 4 PM

“Bits, Bytes, and Potions: The Digital Future of Health and Medicine”
Ritu Agarwal, Business Management
Frank Auditorium in Van Munching Hall, Wednesday, November 2, 2011 at 4 PM

“Cannonballs, Donuts, and Secrets: From Idle Questions to Cryptographic Applications”
Lawrence Washington, Physics
1410 Physics, Thursday, November 17, 2011 at 4 PM

“An Interdisciplinary Journey from Lamprey Spinal Cords to Robots”
Avis Cohen, Biology and Neuroscience
115 Computer Science Instruction Center, November 30, 2011 at 4 PM

Work with a Faculty Consultant

The Faculty Teaching Consultation Division is designed to help provide support for campus instructors who would like to improve their teaching. Teachers work one-on-one with a Faculty Teaching Consultant, based on their own goals. The requesting teacher determines the issues to be explored, and the consultant provides an outside perspective, peer support for a plan of action, and suggestions for additional resources.

Consultations can address any number of areas, including, among other issues, assessment, active learning, collaborative learning, lecturing, instructional technology, syllabus construction, rubrics for grading, and scholarship in teaching and learning.

Any faculty member who teaches for the University of Maryland at College Park can request a teaching consultation, and they are completely confidential. For more information, contact the Center for Teaching Excellence at 301-405-9356 or via email at cte@umd.edu.

Subscribe to Teaching & Learning News
www.cte.umd.edu/contactus/TLN-MailingList.html

For more than fifteen years TLN has included articles, notes, and schedules to keep the campus informed about new technologies, available grants, fellowship notices, workshops and roundtables, distinguished lectures, assessment, learning outcomes, classroom management strategies, consultation programs, new conferences, established programs, award winners, grant recipients, University policies on teaching, and other valuable information for faculty and graduate teaching assistants. Most important, it always suggests ways to enhance teaching for better learning. Subscribing to the TLN listserv list takes about twenty seconds and means that you will receive approximately five emails a year, notifying you that a new issue of the only regular campus-wide publication on teaching and learning has arrived.
2011-2012 Academic Calendar

FALL TERM 2011
First Day of Classes 8/31/11 (Wednesday)
Labor Day Holiday 9/5/11 (Monday)
Last Day for Drop/Add 9/14/11 (Wednesday)
Early Warning Grades Due by midnight 10/13/11 (Thursday)
Thanksgiving Recess 11/24/11 through 11/27/11 (Thursday - Sunday)
Textbook Orders for Spring 2012 Due 12/1/11 (Thursday)
Last Class 12/13/11 (Tuesday)
Reading Day 12/14/11 (Wednesday)
Final Exams Start 12/15 - 12/21/11 (Thursday - Wednesday)
Main Commencement Ceremony 12/21/11 (Wednesday Evening)
College Commencement Ceremonies 12/22/11 (Thursday)

WINTER TERM 2012
Classes Begin 1/3/12 (Tuesday)
Martin Luther King Holiday 1/16/12 (Monday)
Classes End 1/23/12 (Monday)

SPRING TERM 2012
First Day of Classes 1/25/12 (Wednesday)
Drop/Add Ends 2/7/12 (Tuesday)
Early Warning Grades Due by midnight 3/12/12 (Thursday)
Spring Break 3/18 - 3/25/12 (Sunday - Sunday)
Textbook Orders for Fall 2012 Due 5/1/12 (Tuesday)
Last Class 5/10/12 (Thursday)
Reading Day 5/11/12 (Friday)
Final Exams 5/12 - 5/18/12 (Saturday - Friday)
Senior Day 5/19/12 (Thursday)
Main Commencement Ceremony 5/20/12 (Sunday)
College Commencement Ceremonies 5/21/12 (Monday)

SUMMER TERMS 2012
Sessions I and I-A Begin 5/29/12 (Tuesday)
Session I-A Ends 6/15/12 (Friday)
Session I-B Begins 6/18/12 (Monday)
Independence Day Holiday 7/4/12 (Wednesday)
Session I and I-B End 7/6/12 (Monday)
Session II and II-C Begin 7/9/12 (Monday)
Session II-C Ends 7/27/12 (Friday)
Session II-D Begins 7/30/12 (Monday)
Sessions II and II-D End 8/17/12 (Friday)

All dates are potentially subject to change.
# Calendar

**August**
- 31, Wednesday  
  First day of class, application deadline for Graduate Lilly Fellows

**September**
- 15, Thursday  12 PM  
  UTLP Workshop “Public Speaking and Presence”
- 22, Thursday  12 PM  
  UGST-CTE Workshop “Making Your I-Course Stand Out”

**October**
- 6, Wednesday  12 PM  
  UGST-CTE Workshop “Scholarship in Practice”
- 13, Thursday  Midnight  
  Early Warning grades due
- 20, Thursday  12 PM  
  UGST-CTE Workshop “Understanding Plural Societies and Cultural Competence”
- 20, Thursday  4 PM  
  Distinguished Scholar-Teacher Colin Phillips: “Linguistic Illusions: Where you see them, where you don’t”

**November**
- 2, Wednesday  4 PM  
- 10, Thursday  12 PM  
  UGST-CTE Workshop “Big Idea Pedagogies”
- 17, Thursday  12 PM  
  UTLF Workshop “Getting Started and Being Efficient in Your Teaching”
- 17, Thursday  4 PM  
  Distinguished Scholar-Teacher Lawrence Washington: “Cannonballs, Donuts, and Secrets: From Idle Questions to Cryptographic Applications”
- 30, Thursday  4 PM  
  Distinguished Scholar-Teacher Avis Cohen: “An Interdisciplinary Journey from Lamprey Spinal Cords to Robots”

**December**
- 1, Thursday  Midnight  
  Last day to order books for Spring 2012

* (More information available inside on pages 6, 10, and 11)