Spring 2025 UCITE TOTEs Class Descriptions

Course ID	Course Name	Department	School/ College	Professor	Date(s)	Time	Location	Description (click to jump to description below)
BIOL 300	Dynamics of Biological Systems	Biology	CAS	Hillel Chiel	Tues (3/25) or Thurs (3/27)	1:00 PM - 2:15 PM	Clapp 304	BIOL 300
CHIN 102	Elementary Chinese II	Modern Languages & Literatures	CAS	Yawei Li	Fri (3/28)	11:40 AM - 12:30 PM	Clark 110	CHIN 102
CSDS 310	Algorithms	Computer & Data Sciences	CSE	Mehmet Koyuturk	Mon (3/24) or Weds (3/26)	9:30 AM - 10:20 AM	Robbins E301	CSDS 310
EBME 472	BioDesign: The Art of Innovation in Medical Devices	Biomedical Engineering	CSE	Colin Drummond	Tues (3/25)	6:00 PM - 8:00 PM	Sears 439	EBME 472
ENGR 130	Introduction to Engineering & Programming	Division of Engineering Leadership & Professional Practice	CSE	Kurt Rhoads	Weds (3/26)	3:20 PM - 4:35 PM	Bingham B38	ENGR 130 (Rhoads)
ENGR 130	Fundamentals of Engineering & Programming	Roger E. Susi First-year Engineering Experiences	CSE	Kathy Harper	Thurs (3/27)	1:00 PM - 2:15 PM	Bingham B38	ENGR 130 (Harper)
ORBH 310	The Art & Science of High-Functioning Teams	Organizational Behavior	WSOM	John Paul Stephens	Mon (3/24) or Weds (3/26)	3:20 PM - 4:35 PM	PBL 04	ORBH 310
PSCL 315	Social Psychology	Psychological Sciences	CAS	Jennifer Butler	Tues (3/25) or Thurs (3/27)	10:00 AM - 11:15 AM	Wickenden 321	PSCL 315

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PSCL 329	Adolescent Psychology	Psychological Sciences	CAS	Rita Obeid	Tues (3/25) or Thursday (3/27)	1:00 PM - 2:15 PM	Clapp 108	PSCL 329
PSCL 426	Methods of Assessment (grad level)	Psychological Sciences	CAS	Sarah Hope Lincoln	Tues (3/25)	3:00 PM - 5:30 PM	Mather Memorial 143	PSCL 426
THTR 233	Introduction to Improvisation	Theater	CAS	Christopher Bohan	Tues (3/25) or Thurs (3/27)	11:30 AM - 12:45 PM	Maltz Performing Arts Center G78	THTR 233

BIOL 300: Students work in teams of two to reconstruct models of biological systems; instructors circulate among the teams, discussing their model reconstructions and providing helpful suggestions. *Special notes:* Visitors are welcome to talk to the students during class to get the students' views of the process of model reconstruction.

CHIN 102: Observers will experience improvised conversations in diverse contexts within the target-language environment. This course enhances learners' ability to engage with Chinese culture in Mandarin, emphasizing both linguistic proficiency and culturally appropriate behavior. Class performances train students to recognize contextual clues, adapt their verbal and nonverbal responses, and participate in spontaneous conversations across various social roles. The curriculum fosters cultural awareness and autonomous learning, equipping students to continue their development beyond the program. *Special notes:* To balance motivation and anxiety, faculty visitor-observers are encouraged to observe rather than actively participate in performances. However, they are more than welcome to engage in discussions with students and the instructor after class observation.

CSDS 310: This is a course about using machines to solve computational problems. While it sounds to be about programming on the surface, it is truly a math course where a lot of analytical thinking goes in. This course is taught in a traditional lecture setting with active learning incorporated, such as discussion, inviting students to the board to assist, or the lecturer purposely making mistakes with the expectation for students to "catch" them and correct them. *Special notes:* Observers are welcome to participate in discussion and questions.

EBME 472: In this course we examine medical technology innovations in the context of a) addressing unmet clinical needs, b) the process of inventing new medical devices and instruments, and c) subsequent implementation of these advances for patient care. In short, the student learns the process of "identify,

invent, implement" in the field of BioDesign. This course involves small-group learning during the second half of each class. *Special notes:* Observers have fun jumping into the class discussion or the subsequent small-group sessions.

ENGR 130 (Rhoads): Students will work in teams to design a spy gadget using a piezoelectric pressure sensor, a MATLAB script, and electronics. *Special notes:* Visitors can discuss with student teams their goals and design process.

ENGR 130 (Harper): This class period is a rapid-design project day. Students will be applying what they learned in the previous several class periods to design, prototype, and demonstrate a spy gadget. Most of the class period will be devoted to the building and testing; in the last 15-20 minutes, students will share their creations in pseudo-poster session style. *Special notes:* The visitors can walk around the lab and ask questions of anyone they like.

ORBH 310: Students will engage in teamwork roleplay/simulation and debriefs; interact with panels of team experts (e.g. coaches); present about their teamwork project, etc. *Special notes:* Observers are welcome to participate in discussion and small groups.

PSCL 315: We will be discussing relationships this week. The class will involve a combination of lectures and class discussions to explore the behaviors, beliefs, and biases that people use in everyday life. *Special notes:* Observers are welcome to participate in discussion.

PSCL 329: This is a course that covers development during adolescence. On Tuesday we will be talking about peers' roles in adolescent development, and on Thursday we will talk about the role of the school and work. The class includes discussions and Think Pair Shares. I would love to have colleagues join and see their input on the course. *Special notes:* Observers are welcome to participate in discussion and think pair shares.

PSCL 426: This course walks clinical psychology doctoral students through different types of psychological assessments. In this class there is both lecture and hands-on activities. Students have readings distributed in advance. This course has a high level of discussion in it. *Special notes:* Observers are welcome to participate in discussion and activities.

THTR 233: Students will engage in theatrical warm-up exercises and then engage with structured improvisational exercises related to the readings for the day. *Special notes:* Observers are welcome to participate in improv exercises and discussions. Participation is encouraged but not mandatory.