0.1 Your records

Students, at Wisconsin more than at other places I've been, react extremely positively to the appearance of organization. Probably the pre-service teachers are particularly impressed by this since they are consciously judging you on your pedagogical techniques. **Be a compulsive record-keeper.** I find it very helpful to reserve the 20 minutes after each class for writing a short summary of what happened in class that day. That way, if I've told a student I'd find them an extra-credit assignment, or if I've promised to bring something to class next time or promised that the next class woul begin with a discussion of something, I can write this down along with other notes as to what I have in mind for the next class. In an SC style class there is a greater opportunity for unexpected things to happen, therefore a greater need to write down what did happen.

Keeping date records of the homework you've assigned, both due dates and the date it was assigned, is essential. Whether or not you accept late homework is up to you, but it is certainly better to have students ask solicitously in advance for you to accept their late papers, which you will probably grant, than for students to assume it's OK and be upset if you don't grant them an extension after the fact. They are more likely to do the latter if they get the idea that you yourself don't remember when the homework was due. In fact, if I arrive at class early, I often take the opportunity to write up a reminder of what is due when.