UNIVERSITY OF CALIFORNIA, SANTA BARBARA

id INSTRUCTIONAL DEVELOPMENT

TEACHING ASSISTANT HANDBOOK

2015 - 2016

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Website:
http://oic.id.ucsb.edu/ta-handbook

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Teaching Assistant (TA) Handbook

1) The TA-Ship and the University

Conditions of Service

TEACHING ASSISTANT
(Definition from the University of California Academic Personnel Manual , 68-4) "A teaching assistant is a registered graduate student in full-time residence, chosen for...excellent scholarship and for...promise as a teacher, and serving an apprenticeship under the active tutelage and supervision of a regular faculty member."

APPOINTMENT
Your appointment is made by your department and is subject to certification by the Graduate Dean. Appointments are for one quarter, two quarters, or an entire year. In some cases, TA-ships may be awarded at less than 50% time with a proportionate reduction in salary. A letter of exception must be filed with the Graduate Division for any graduate student working more than 50%. See your department for a letter of exception form.

The aggregate length of time of all appointments as an apprentice instructor (TA, reader, Associate) cannot exceed four years without permission of the Chancellor, upon recommendation of the Department Chairperson and the Dean of the school or college. In no case will a period longer than six years be authorized.

WORKLOAD
Teaching Assistant workloads are intended to allow you to fulfill your own academic obligations. TAs employed half-time (.50 FTE) are expected to devote an average of 15 to 20 hours per week to TA duties during instructional and examination periods, time not to exceed 220 hours per quarter. These hours include all time spent in preparation, classroom and laboratory teaching, office consultation, and reading student papers. If you have a 50% appointment which terminates on June 30, you may take another half-time campus job from the end of the Spring quarter to the 30th. It must not, however, exceed half-time because on paper you will then appear to be working in excess of 100%, even though your TA duties are over. (By the way, since a half-time appointment for a TA is normally maximum, a 50% TA is frequently called a full-time TA {as contrasted to a 25% appointment}). You should also be informed that ".50 FTE" means a half-time job in University parlance, "FTE" = full-time equivalent.

RESPONSIBILITIES
(University of California Academic Personnel Manual, 410-20): "The teaching assistant is responsible only for the conduct of recitation, laboratory or quiz sections under the active direction and supervision of a regular member of the faculty to whom final responsibility for the course's entire instruction, including the performance of his [or her] teaching assistants, has been assigned. A teaching assistant is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grade for students. Neither is the TA to be assigned responsibility for instructing the entire enrollment of a course or for providing the entire instruction of a group of students enrolled in a course."

SUPERVISION AND REVIEW
(University of California Personnel Manual, 410-25): The selection, supervision and training of all student teachers is an important responsibility of the teaching department, and in particular of the chairperson. All candidates for appointment and reappointment should be subjected to careful review and recommendation, either by the department as a whole or by a responsible committee.

TA Eligibility

ACADEMIC STANDING
When appointed, you must have a minimum GPA of 3.00. You must be a registered, full-time student in good standing throughout the period of your appointment. Failure to maintain a full-time registration or GPA of 3.00 or above will result in the termination of your appointment. To maintain TA eligibility, you are required to take at least eight upper division or graduate units per quarter during the time of your appointment. For more information, consult the Graduate Division Announcement or your department chair.

PROBLEMS
If you have problems connected with your appointment, contact the instructor in charge of the course, the department chairperson, the Dean of the Graduate Division, or the Vice Chancellor, Academic Affairs (in that order). TAs will also want to consult the union contract between the Regents of the University of California and the Association of Student employees, International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW), AFL-CIO).

TA ELIGIBILITY FOR NON-NATIVE ENGLISH SPEAKERS*
Non-native English speakers admitted to UCSB are required to take the Test of English as a Foreign Language (TOEFL) as part of admissions. A minimum TOEFL score of 550 is required by the University. Individual departments may require a higher score.
Non-native English speakers must take the locally administered English Language Placement Examination (ELPE) prior to their first quarter of enrollment. All prospective TAs for whom English is not the native language must meet minimum proficiency requirements in spoken

English before they can be certified to have sole teaching responsibilities for undergraduate classes.

TA language evaluations of English speaking proficiency are conducted jointly by representatives of the ESL Program and Graduate Division and a faculty member from the academic department of the prospective TA. If the student does not pass the evaluation, s/he cannot be certified for sole classroom teaching responsibilities. In addition, the student will be required to take ESL courses to improve oral proficiency. The student must enroll in ESL classes and demonstrate sufficient progress in order to be eligible for reevaluation. These standards are necessary to ensure quality undergraduate instruction at UCSB. The required level of speaking proficiency expected of a TA is higher than what may be expected of person in everyday conversation and is meant to ensure effective communication of subject matter.

If a TAship has been offered to an international graduate student who fails the TA language evaluation, it will not be withdrawn. Rather, the student will be given different responsibilities (e.g. grading papers) that do not involve sole responsibility for teaching undergraduates.

*Information taken from Graduate Advisors' Handbook. Graduate Division. University of California, Santa Barbara.

Financial Assistance and Benefits

TA LOANS

TA loans are available from the Office of Financial Aid for the initial quarter of employment only and cannot exceed one month's salary. Teaching Assistant loans may be issued to the recipient upon arrival on campus or 30 days before the first day of instruction, whichever is later. The best day to apply for a loan is the last day of the month in which the TA begins his/her initial period of enrollment. TAs must have verification of employment from their department in order to apply for a TA Loan. Contact the Office of Financial Aid for more information, phone extension 2432, Student Affairs and Administrative Building, room 2103.

FELLOWSHIPS

A complete list of campus fellowships can be found on the Graduate Division website.

EMPLOYEE FEE OFFSET

Since 1991 there has been a temporary fee reduction in place for TAs, readers, tutors, and Teaching Associates with at least a 25% appointment (also GSRs with appointments of 25-34%). The amount of the Employee Fee Offset is calculated each academic year. The exact amount of the current fee offset will be published in the Grad News newsletter. For more information see Graduate Student Employment.

STUDENT HEALTH INSURANCE

All graduate students are assessed a quarterly fee for the mandatory Graduate Student Health Insurance Program (GSHIP). Students with TA, Teaching Associate, Reader, or Tutor appointments of at least 25% will have GSHIP paid by the University as a benefit of employment. The GSHIP policy is negotiated each year with Student Health Services and the Graduate Students' Association. For additional information please contact Student Health Services at 893-2592.

PARKING

Teaching Assistants who work 50% time or more may be eligible for "S" (Staff) parking permits. A new policy is currently being put into place. Please check the most current policy with your department or the Parking Services Office (893-4855).

Decals can be purchased on a quarterly basis or prorated on a monthly basis. All permits are available through the Parking Services Office which is located on lot 30 on Stadium Road. Office hours are Monday through Friday from 7:30 a.m. to 4:00 p.m.

University Offices of Interest to TAs

ACADEMIC DEPARTMENTS

Questions or problems relating to your TA-ship should, in general, be discussed with your department before going elsewhere. Problems relating to a specific course should first be discussed with the professor.

Each department has a Graduate Advisor who is available to answer student questions and assist in planning for degrees. The Advisor is nominated by the Department Chairperson to the Dean of the Graduate Division and appointed by the Vice Chancellor, Academic Affairs. In addition, each department has a Graduate Program Assistant who handles forms, petitions, and other documents sent to the Graduate Division. The Program Assistant maintains a close link with the Graduate Division and is an excellent resource person for graduate students.

THE GRADUATE DIVISION

The Graduate Division is the administrative arm of the Graduate Council. In addition to rendering policy and procedure interpretations for the academic departments, the Division provides the following informational, advisory, and support services for students: assistance with application processing; administration of fellowships; processing of tuition waivers; verification of graduate student employment; assistance in fund searches for students seeking extramural grants; tracking of student progress and degree checks; administration of intercampus exchange and in-candidacy fee programs; retention and support services with special attention to minority student needs. Special projects, as funding is available, include such things as dissertation support groups, proposal-writing workshops, and career development workshops. The Graduate

Division also encourages the use of its resources for research on graduate education. Students are encouraged to contact the Division with problems and concerns (893-2277) and to refer to The Graduate Handbook published by the Graduate Division.

THE GRADUATE COUNCIL

The Graduate Council is the subcommittee of the Academic Senate which is charged with the broad responsibility for graduate study. The Council establishes policy regarding standards for admission to graduate status, academic progress and requirements, and the awarding of degrees. The Council is composed of ten faculty members, two representatives of the Graduate Students' Association, and the Graduate Dean, who serves exofficio.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association is the only organization at UCSB whose sole concern is the representation and the realization of the interests of the graduate student. All registered graduate students are automatically members. The focus of the GSA can be said to be threefold. First, the GSA has participated, and continues to participate, in several in-depth studies of graduate students and their relationship to the University at large. Second, the GSA seeks to effect communication among graduates and thus create an awareness of problems held in common. Third and most important, the GSA has acted and will continue to act in the interest of the graduate student by engaging those issues which most directly affect them. Finally, both GSA and the Academic Senate offer awards to outstanding TAs. Please check with these offices for more information. The GSA is located in The University Center, Room 2502 (893-3824).

TA UNION

TAs are covered by a collective bargaining agreement between the University of California and the UAW. The agreement can be retrieved electronically from the UC Office of the President Website.

UCSB GRADUATE STUDENT BILL OF RIGHTS

UCSB respects and values the contribution of graduate students to its teaching and research mission. This is reflected in the UCSB Graduate Student Bill of Rights adopted by the GSA and supported by the Graduate Council and the Graduate Division in Spring 1995. Rights relating to teaching assistants and teaching associates are outlined in item 11 of this document.

Preamble: To promote a more productive climate between ourselves and our faculty and to define our role in the university as a whole, we, the graduate students of the University of California at Santa Barbara (UCSB), claim the rights enumerated below. These are basic rights common to all graduate students. They form a foundation upon which faculty and students can build a genuine intellectual community. (Established Spring 1995)

1. Graduate students are to be considered members of a scholarly community, and as such, they have a right to collegial and respectful treatment by faculty members.

2. Graduate students have a right to study and work in an environment free of exploitation, intimidation, harassment, and discrimination based on characteristics such as gender, race, age, sexual orientation, disability, religious or political beliefs and affiliations.

3. Given that Graduate students have the same rights and obligations as all citizens, they are free as other citizens to express their views and to participate in the political processes of the academic community and the community at large.

4. Graduate students have the right to clear and specific written requirements for achieving an advanced degree.

a) These requirements should be provided to graduate students upon their admission into a graduate program and/or emphasis.

b) No changes in degree requirements should effect students previously accepted into the graduate program and/or emphasis except at their option.

c) Prospective and currently enrolled graduate students have a right to know and should be informed of the "normative time to degree" and "average time to degree" within a specific graduate program and/or emphasis.

d) Prospective and currently enrolled graduate students have a right to know a program's and/or emphasis' attrition rate if available and the predominant reasons for lack of program completion except in instances where confidentiality is threatened. Student access to statistical information on graduate programs should not interfere with the privacy rights of other students.

5. Graduate students have a right to an accurate description of availability and the likelihood of ongoing financial and resource support within their program and/or emphasis.

a) Prospective and currently enrolled graduate students should be provided a thorough description of the requirements and qualifications necessary for academic employment, training, and financial support within their departments and/or emphases at the university.

b) All graduate programs and/or emphases should have clearly written policies regarding the distribution of financial support and academic employment.

c) All policies concerning support of graduate students should be implemented in a consistent and understandable way.

d) Graduate students should be provided with appropriate office, study, and lab space.

6. Graduate students have a right to be judged by the faculty of their department in accordance with fair procedures, in matters of employment and promotion, solely on the basis of the graduate students' professional qualifications and professional conduct.

7. Graduate students have a right to respectful mentorship.

a) Graduate students should have their progress toward achieving an advanced degree be evaluated in an objective manner and based on criteria that are understood by the graduate advisor and students.

b) Evaluations should be factual, specific, and should be shared with the students within a reasonable period of time. Annual progress reports should be in writing.

c) A written evaluation of performance on qualifying and comprehensive examinations should be provided to students.

d) Graduate students should receive regular feedback and guidance concerning their academic performance through a mutually agreeable schedule of conferences with their advisor/chair/mentor.

e) Graduate students should be given a fair opportunity to correct or remedy deficiencies in their academic performance with agreed upon time-tables for remedy.

f) Any intent to dismiss a student from a graduate program and/or emphasis for academic reasons must be preceded by a warning, which includes special performance information, well in advance of actual dismissal.

g) Any intent to discontinue an advisor/chair/mentor relationship with a graduate students must be preceded by a warning within a reasonable period of time.

8. Graduate student have a right to co-authorship in publications involving significant contribution of ideas or research work from the student. The student should receive "first authorship" for publications which are composed primarily of the creative research and writing of the student when consistent with the conventions of the field.

9. Graduate students have a right to reasonable confidentiality in their communication with professors.

10. Graduate students have a right to refuse to perform tasks that are not closely related to their academic programs or professional development.

11. Teaching assistants and teaching associates have a right to appropriate teacher training.

a) All graduate programs and/or emphases should implement a structured training program for their teaching assistants and teaching associates.

b) All graduate programs and/or emphases should outline the expectations of a graduate student teacher, and the ways in which those expectations can be achieved, for their teaching assistants and teaching associates.

12. Graduate students have a right to professional training. This should include, but not be limited to, information about professional associations and conferences, mock interviews, job opportunities, and publishing articles in journals.

13. Graduate students have a right to share in the governance of the University.

a) All departments, graduate programs and/or emphases should include graduate student representatives in the decision-making process where appropriate.

b) Graduate students should have representatives on all campus-wide committees, with voting privileges where appropriate according to the guidelines of shared governance.

14. Graduate students have a right to clearly defined grievance procedures and informal complaint procedures at the department and campus-wide levels. Each department should have grievance procedures.

a) Consistent with this right, graduate students have a right to procedures appropriate to the nature of the case and the severity of the potential discipline.

b) When a formal hearing is required, a graduate student has a right to the following minimum procedural standards to assure a fair hearing.
   i. The opportunity for a prompt and fair hearing, upon the request of the student at which the University shall bear the burden of proof, and at which the student shall have the opportunity to present documents and witnesses and to confront and cross-examine witnesses presented by the University. No inference, however, shall be drawn from the silence of the accused.
   ii. A record of the hearing; an expeditious written decision based upon the preponderance of evidence, which shall be accompanied by a written summary of the findings of fact.
   iii. An appeal.

15. Graduate students have a right to challenge their term grades if those grades are based upon criteria other than course performance.

16. Graduate students have a right to be free of reprisals for exercising these rights.

The Graduate Council supports the spirit and content of the Bill of Rights adopted by the Graduate Students Association (GSA). We know that many of the rights claimed by the GSA for its members in this document correspond to rights already established in the law of the University of California, or UCSB codes, policies, and regulations. Council regards those rights claimed but not previously existing as expressions of desirable goals. To the extent that the faculty and administration implements these goals, our university will be improved.

2) Elements of Effective TA-ing

Planning

There are three major components of instruction that you need to know about in order to be a successful Teaching Assistant. In fact, succeeding as a TA can be as easy as PIE:

PLAN what you're going to teach

IMPLEMENT what you've planned

EVALUATE what you've implemented

PLANNING WHAT YOU'RE GOING TO TEACH
In any given course or section, there are so many possible goals that, unless you set priorities, time and resources can easily be wasted. General course goals may indicate what topics will be studied, but they don't indicate how students are to demonstrate what they were to have learned. For these reasons, it is important to specify instructional objectives.

SPECIFYING INSTRUCTIONAL OBJECTIVES (1)
Instructional objectives provide both you and your students with "section direction". Objectives may be thought of as explicit statements of what your students SHOULD BE ABLE TO DO when they've completed a given segment of instruction. Since objectives are designed for you as well as your students, you might want to hand your students a list of objectives at the beginning of the quarter. Your objectives will provide students with an accurate picture of what's expected of them and will likely help them focus their energies in studying for the course. In addition to aiding students in studying for the course, you will find that having taken the time to clearly state objectives will prove invaluable when it comes time for you to develop any sort of test (e.g., quiz, midterm, final) for your class.

WRITING OBJECTIVES
Usually, there are three steps for producing a well-written objective:

1. A description of what the student should be able to do or produce;
2. A statement of the conditions under which the student should be able to do it; and
3. A statement of the criteria that will be used to judge what's been done.

Your first task in writing an objective is to specify exactly what it is that you want your students to do. Examples:

The reader of this manual will be able TO WRITE an instructional objective. The student will be able TO MOUNT and STAIN a tissue section on a slide.

Remember that you can't peek into your students' minds to evaluate what they know. You can only gauge what they know by observing what they do. Therefore, your objectives should be written in a manner which makes it clear just what behavior(s) you're interested in.

The following table is adapted from Mager, Robert, F., Preparing Instructional Objectives, 2nd Edition, Belmont, California: Fearon-Pitman Publishers, Inc., 1975. Reprinted with permission from the publishers.

WORDS OPEN TO
MANY INTERPRETATIONS FEWER INTERPRETATIONS
to know
to understand
to really understand
to appreciate
to fully appreciate
to enjoy
to believe
to have faith in
to internalize
to write
to recite
to identify
to sort
to solve
to build
to compare
to contrast
to smile

Your second task involves STATING THE CONDITIONS under which the student should demonstrate what s/he has learned. CONDITIONS describe the given materials and resources provided to students in a particular learning situation.

Examples:

Given a list of...
Given a diagram of...
Given a problem involving...
Without any reference materials...

Your third task is to STATE THE CRITERIA you will use to judge whether or not your students have achieved the stated objectives. This means you need to specify how well the student should perform; i.e., the extent and/or level of expected performance. This may include considerations of student accuracy (number and kind of errors), speed, distance, direction, or quantity, etc.) By

adding this component you are indicating what you feel is the minimum acceptable performance for students' mastering your objectives.

The following are examples of criteria statements:

...to write 4 out of 5 instructional objectives which include all 3 of the appropriate components.
...to solve 7 out of 10 problems in a period of 30 minutes.
...to identify at least 75% of the items on the diagrams.

Now that you are aware of the components of a well-written objective, you might want to look at some finished products.

The objectives below are specific enough that anyone reading them would have a clear idea of 1) what the TA (or professor) had in mind, and 2) what the student should be able to do.

Given the appropriate instruments, instructions, and a cadaver, the student will be able to dissect 4 out of 5 of the following organs before passing out: heart, lungs, liver, spleen, and stomach.

Given a course outline and a list of the components of a well-written objective, the reader of this manual will be able to write 10 instructional objectives, at least 9 of which encompass the necessary components.

If you are willing to spend the time to specify the performance expected, conditions, and criteria for minimum acceptable performance, you will discover that you have generated a useful blueprint or plan of action for your classroom activities. Once you are clear about what and how much you expect of your students and you communicate those expectations to them, both your time and theirs can be spent in accomplishing those objectives.

You may feel you can convey your purpose without including all of the components discussed here. While that choice is yours, remember that the more explicit your objectives, the more valuable they are to you and your students.

SEQUENCING OBJECTIVES (2)

Once you have your objectives in hand, consider the types of behaviors that your students will need to acquire en route to attaining these objectives. You can identify a series of PREREQUISITE BEHAVIORS or component tasks for each of your objectives by asking yourself the following question about each objective:
What do my students need to be able to do before they can successfully perform this objective?

By repeatedly asking this question, you will undoubtedly generate many different and appropriate en route behaviors for your students. For example, suppose a TA for English 1 writes the following objective:

Students will be able to write a paragraph that includes a topic sentence.

If the TA then asks the question posed above, some of the prerequisite behaviors s/he might come up with could include:

Students will be able to:

* write sentences in English;
* identify topic sentences in sample paragraphs;
* distinguish between paragraphs and sentences;
* use the standard rules of punctuation.

Not everyone will analyze a given objective into the same components. Your perception of behaviors for a given objective is likely to be unique-and as long as you've given them considerable thought, your chosen prerequisites should be appropriate to the objective at hand.

The next step would be to MAKE SOME CHOICES ABOUT THE RELEVANCE AND NECESSITY OF THE COMPONENT SKILLS that you were able to generate. Remember, you are not responsible for ALL prerequisites. At some point you will need to make some assumptions about what your students can already do by the time they've enrolled in your section. You can reasonably assume, for example, that our English 1 students (above) will have mastered the letters of the alphabet prior to reaching the University.

After deciding upon some prerequisite behaviors for attaining your objectives, your next task is DEVISING THE SEQUENCE in which your instruction will take place. Your instruction does proceed in some order and certain things will have to come first. But how can you decide what the order should be?

Educators have devised schemes for categorizing the tasks that students perform. Bloom's taxonomy (3) and Gagne's levels of learning (4) are two such classification systems. Prerequisite behaviors to your objectives could be classified by one of these schemes and then presented so that the least complex prerequisites are taught first. If you want more information regarding these classification systems or the sequencing of your objectives, please refer to the references by Bloom or Gagne.

SELECTING INSTRUCTIONAL MATERIALS AND STRATEGIES

The last part of planning what you're going to teach involves SELECTING, i.e., choosing instructional materials and strategies to aid students in attaining the objectives that you've formulated and sequenced. Although not every teaching technique will work in every classroom setting, there are a variety of techniques and materials to help your students' progress through a course of study.

Matching instructional strategies to general objectives is an important part of planning. Below are a few suggestions about the types of techniques you might find useful in helping students accomplish certain types of objectives. 5

To improve student skills, you might:

* encourage lots of student involvement/practice (e.g., have them SPEAK the foreign language, USE the microscope, or DO whatever it is you want them to be able to do!);
* provide them with FEEDBACK on what they're practicing;
* encourage students to WORK TOGETHER to perfect the skill;
* MODEL THE SKILL YOURSELF; or
* SUGGEST WAYS TO APPLY THE SKILL outside of class.

To ensure student understanding of lectures/readings, you might:

* provide simplified explanatory handouts (especially good if you can illustrate the STRUCTURE of the lecture/reading);
* pose questions designed to elicit short factual answers from students. This will allow you to assess who's keeping up with the reading and how well they're understanding it;
* create relevant examples which serve to illuminate abstract points in the lecture/reading; or
* encourage students to offer their own examples to illuminate abstract points in the lecture/reading.

To enrich lecture materials, you might do any of the following.

* Use a wide variety of INTERESTING examples. Trade quantity for quality. A student is more likely to remember a single fascinating example than numerous dull ones.
* Encourage students to provide the enrichment examples (you may have to direct them to sources to get them started).
* Use available films or videos from Instructional Resources (2130 Kerr Hall, 893-3518).
* Always discuss (or even better, have the students discuss) how the section material does, in fact, enrich the lecture material.

To promote independent thinking, you might consider the following.

* Hold a student discussion. Discussions can range from closely TA-monitored to an open, non-directive exchange of viewpoints.
* Pose "thought questions" that require students to apply, analyze or evaluate material.
* Hand out the major topic(s) of discussion a week in advance. You might even have students prepare a few remarks in writing and submit them to you.

To plan your instructional strategies, you might ask yourself these questions.

* When should I lecture and when should I hold a discussion?
* When should I be showing students how to do something and when should I encourage them to try it themselves?
* When should I respond to a student question (give information) and when should I encourage other students to respond (give opportunity for students to practice skills)?
* If I see someone making a mistake in lab, when should I correct the mistake and when should I

let the student discover it?
* When should I review important concepts orally and when should I use handouts?
* If I need to show students a lot of formulas or graphs, should I derive or draw them during class or prepare handouts/overheads and discuss them myself?
* When should I rely on my own expertise, and when should I seek outside sources (films, slide-tape programs, guest speakers, etc.)?

By considering such questions, you can begin to formulate strategies/techniques which match the general objectives you have set for students.

The PLANNING STAGE of instruction consists of a series of choices:

* choosing the objectives you expect students to attain;
* choosing an appropriate sequence for these stated objectives in your instruction; and
* choosing the materials and instructional strategies to accomplish the goals you've set for your class.

Planning

IMPLEMENTING WHAT YOU'VE PLANNED

Now that you've made it through the planning stages of your lab/section/class, you'll want to try out what you've planned. Because we're aware that even "...the best laid plans..." CAN fall apart, this section is designed to introduce you to selected aspects of being a TA, both in the classroom and during office hours.

YOUR FIRST CLASS MEETING

For the first time you are an instructor, rather than one of the students in the class. Suddenly you're facing "your students" instead of the board and "they" seem to be expecting someone to take charge. The responsibility to get things rolling is yours. What is likely to happen at your first class meeting?

The following are excerpts from some new TAs' "first days:" (6)

I'll never forget the first day of my first quiz section. I was very nervous. I couldn't sleep the entire weekend before. I couldn't think how to open the first day. How should I present myself? Being very short, I had visions of those towering freshmen not taking me seriously. Should I be very severe and set a martial tone for the entire quarter or should I walk in smiling and easygoing? Should I wear a long skirt and pull my hair back or wear hot pants? I plotted my attack upon the lectern-should I stand behind it, beside it or in front of it? Did I want its authority to attach to me or did I want to be considered part of the group? I practiced roll call, passing out the reading list, the small preview of course material, and class dismissal. On the Monday of the first day I got up at 6:30 a.m. and dressed very carefully... I made a large breakfast, though by the time I was ready to eat, I couldn't. When I arrived, fear and anxiety were running wild through my body. My heart was thumping. Every surface I touched, I stuck to. And I shook. I

watched the clock and counted off the seconds to 9 a.m. sharp. I didn't want to arrive early and have to stand there waiting...

9 a.m. I plodded into the classroom. The lights were dazzling. The electricity of the people sent my blood rushing faster. There were so many of them. All rustling papers. A hush fell as I neared the lectern. It was so quiet I could hear my pulse in my ears. I reached the lectern and turned around. Forty eyes were focused on my body.

I blurted, "Hello. This is the first class I've ever taught, and I'm really nervous." The students sighed, slumped in their chairs, and relaxed. And so did I.

My first section went quite well, I thought. The professor had introduced a few very basic concepts, which I thought I understood fully. I had tried to explain them to the students so that they also understood them. Buoyed with a sense of some self-confidence, I prepared to present my second section with the same material, but it didn't go as smoothly. A few of the brighter students began to question me about subtle nuances in the concepts which I had failed to consider. I began to feel incompetent. As they continued to probe, my answers became more and more contradictory and incoherent. My embarrassment increased because I realized that I, who had always been a student and therefore a passive receiver of definitions, didn't fully understand these basic concepts well enough to answer others' questions. Because of this and my impression that a teacher should know everything, I kept muddling around getting myself and the students more confused. Finally I managed to change the subject, but as I left the classroom I felt that I had lost their respect. They would be intent on tricking or embarrassing me from then on.

I was apprehensive about that particular section the next week. During the week, I thought about my role in the classroom. I spent a long time preparing for the section and thoroughly re-prepared the concepts I'd tried to review before. Happily, the next week's section went much better. In fact, I enjoyed it. It became my favorite section. The change, of course, was entirely within me. I knew that I did have gaps in my knowledge of the subject. Why not admit that and let the students know that I was learning too? I saw that it would be ineffectual for me to place myself above them as some Omniscient Purveyor of Knowledge. How could I be when almost the only reason I was in front of the class was because I had a few more courses in the subject than they had?

I had become defensive and hostile when asked questions I couldn't answer because I assumed the students were asking such questions to embarrass me. The next week I admitted my ignorance, apologized for trying to be something I wasn't, and re-explained the concepts. I encouraged them to ask questions. I promised that when I didn't know the answers I would say so and encourage the class to explore for the answer.

I learned from the experience the importance of honesty with yourself and your students. It's much more comfortable for you and for them to realize that even as you're discussing topics with them you're learning yourself.

As these excerpts illustrate, you are likely to feel some trepidation the first time you face your students. If you think about it for a minute, though, what you probably are experiencing is somewhat akin to stage fright. Admit it, aren't you fairly EXCITED as well as nervous about this first encounter?

FIRST DAY SUGGESTIONS

Realizing that your competence and self-concept is somewhat on the line, what follows are some suggestions to ease the pain and increase the excitement of your first day as TA.

1. REMEMBER, YOU WERE SELECTED TO BE A TA. Your department has some reason to believe in you, so believe in yourself.

2. BOTH YOU AND YOUR STUDENTS ARE PEOPLE. Try relating from the "human" angle. If you get nervous despite this, then...

3. PLAN AHEAD AND CONSIDER WHAT YOU WANT TO DO THE FIRST DAY. Prepare or have available the course syllabus. Know where and when you'll be holding office hours. Attempt to obtain relevant information about assignments, tests, and grading for the quarter before you enter class. Ask a friend to remind you of your name before you go into class, so that you can...

4. INTRODUCE YOURSELF TO THE CLASS and hand out the syllabus or any relevant materials you've prepared. The syllabus can include your name, office number, consultation hours, phone number (or you can write these on the board), the books for the course, topics you'll be covering during the quarter, etc. Discuss the syllabus and course organization with students and explain how your class fits in with lectures or other courses students are likely to be taking. If you are at all nervous about the class, the syllabus will give you and the students something to concentrate on and may serve as a springboard for discussion. In addition, it will show them that you are organized, have planned ahead, and think the course is important enough to warrant your time and effort.

5. TELL YOUR STUDENTS A LITTLE ABOUT YOURSELF on the first day. This will remind them that you're human. (They may be nervous, too!). If you want to inform them that you're a new TA, that's fine-BUT DON'T COME ACROSS AS HELPLESS. Rather, let them know how they can help you AND fulfill their responsibilities as students (e.g., "Stop me if you have a question", "Let me know if I make an obvious mistake.").
Your first experience as a teacher need not be disastrous. You know more than you think, and your students are likely to cooperate if given a chance. Let them know what you want to do and how. If it sounds at all reasonable, they'll help you set the tone-up front, honest, and human-right from the start.

CONTACT WITH STUDENTS

As the TA, you help to create the climate in your room. Students seem to learn best when they feel that, as students, they are as important to the TA as the material to be covered. (Of course, students contribute to the atmosphere, too.) What follows are some tips to help you create an

atmosphere in which students know that you are aware of them and that you feel they are important.

1. LEARN YOUR STUDENTS' NAMES, preferably by the end of the first class. This may seem like a tall order, but calling your students by name goes a long way towards helping them feel at ease and included in the class.

2. MAKE EYE CONTACT WITH YOUR STUDENTS when you are speaking to the group as a whole. Instead of speaking to the clock at the back of the room, look directly at different students in different parts of the room. Students then feel that you SEE them.

3. BE AWARE OF YOUR STUDENTS' BODY LANGUAGE. Slumped bodies, rustling papers, private conversations, etc., may all be signs that students are not paying attention, are bored, or don't understand. You can try moving around the room, varying the speed of your speech, asking some questions, or whatever else seems appropriate to refocus students back on you. If, on the other hand, you see students leaning forward, waving their hands in the air, looking directly at you, etc., chances are you've got them where you want them.

4. BE SENSITIVE TO STUDENT NOTE-TAKING NEEDS. Whenever you can, use phrases like, "There are four applications of this theory... The first one is..." Your care in phrasing and pacing what you have to say lets students know you're aware of their presence.

The above hints will help you make good contact with your students. There are, in addition, some errors that TAs frequently make:

1. THE END OF THE PERIOD TIME-CRUNCH. There are five minutes left and you realize you will not finish the material so you race through what's left in an effort to get it done. The difficulties here are that a) the material becomes more important to you than the students when this occurs, b) your increased speed makes it difficult for students to absorb the material, and c) you'll probably do an inadequate job of covering the material in a coherent manner. For all of these reasons, students may sense your loss of contact with them and may turn you off. Your haste will be wasted. Let your students know that you are running out of time and outline the unfinished material on the board. Refer students to relevant places in their textbook and begin the next section with a brief review of what you covered or should have covered at the last meeting.

2. THE HIDDEN TA. You stand behind the teacher's desk or lab table, with all your material on the lectern, and speak to your students from there, occasionally raising your eyes from your carefully prepared notes. If you continue from this position, all other hints for good student contact may be wasted since students may quickly feel your lack of involvement with them. Move around the room! Stand near various students! Look at different people! These (and other) techniques not only help you maintain contact with students and break the monotony, but also allow you to see the room from a student's perspective.

3. THE PRIVATE CONVERSATION SYNDROME. Student A asks you a question and you respond to that student, developing a three-minute, interesting (to the two of you) dialogue. The

other students in the room may feel left out or bored since the question may not have been theirs. When answering a student's question, respond not only to the asker but to the other students in the room as if they were equally interested in the response.
In general, to maintain excellent student contact, DO THE THINGS THAT YOU WOULD HAVE LIKED YOUR TEACHERS TO DO.

ROOM STRUCTURE/ENVIRONMENT (7)

Any setting, including your classroom, exerts many and frequently subtle influences on the people in that environment. (Restaurant reviewers call it "ambiance" and rate it along with the quality of the food.) An uncomfortable environment can jeopardize the very climate you are trying to create. Below are some ideas to aid you in creating a classroom environment and structure which facilitates both your teaching and your students' learning.

First make sure you VISIT YOUR ASSIGNED ROOM(S) A FEW DAYS BEFORE YOU TEACH THERE. If you discover you're teaching a section of 40 in a room designed for 25, you may have a chance to find a better location. If necessary, contact Room Scheduling or the appropriate person in your department to discuss these concerns in advance.

Once settled, TAKE A LOOK AT THE WAY THE ROOM IS ORGANIZED. Seating is a prime consideration, and it can do a great deal to either facilitate or hinder what goes on in your classroom. The traditional rule of thumb is to make sure that all the students are clearly within the instructor's range of vision.

Remember that you can manipulate seating to foster any number of effects from closeness to conflict. There are any number of ways to arrange seating, so you'll want to experiment and solicit suggestions from your students. For example, IF YOU WANT LOTS OF DISCUSSION, place desks or chairs in a circle or horseshoe. This arrangement facilitates the give-and-take of conversation inasmuch as students can see one another when they talk. Students are also much more likely to get to know one another in a face-to-face seating arrangement and are more apt to stay attentive throughout the hour, as it is more difficult to withdraw or space out from a circle without being noticed. IF YOU PLAN TO LECTURE, arrange the furniture so that all students can easily see you without straining. Ask your students to comment upon present arrangements and on what would be useful for them.

Good environments are frequently flexible ones. Feel free to have students move their chairs several times during a class. For example, you might have them move into a circle for discussion, into small groups for in-depth exploration of a topic, and back to rows for your lecture. Experiment with different room arrangements to find those which work best for you.

YOUR VOICE IN THE CLASSROOM

A TA's voice can play a large part in the generation or termination of students' interest in a subject. There are three major components to a good speaking voice: 1) volume (loudness or softness); 2) speed of words (pace); 3) modulation or pitch (highness and lowness). The idea is to speak LOUD ENOUGH to be heard, without forcing the students farthest away from you to strain their ears, and SOFTLY ENOUGH for people to understand what you are saying, and

QUICKLY ENOUGH that people don't doze off while waiting for your next word. Finally, MODULATE YOUR PITCH so that you neither drone people off to dreamland nor remind them of a theater performance.

How do you know if your speaking voice is right for the room size and for your students? The following suggestions may help you decide if and where you need improvement.

1. Ask your students if they can hear you, if you are going too fast, etc.
2. Watch your students. Their occasional lack of attention may be caused by not being able to hear you, by being bored by your voice, or by literally not understanding your words.
3. Tape yourself using a portable tape recorder placed in the back of the room. If you are speaking loudly enough, the tape will pick up your voice.
4. Listen to your own speech for annoying habits like repeatedly saying, "Uh", or "Um", or "You know", or "Okay, okay?"
5. Avoid dropping your voice at the end of your sentence or thought.

In general, watch your students' responses, ask for feedback, and if you have questions about the sound of your presentation, voice them.

BOARD WORK AND THE TA (8)

The guiding principle of board work is: LOOK AT YOUR WRITING AS THOUGH YOU WERE A STUDENT IN YOUR OWN CLASS. Probably, almost anything you put on the board will be clear to you. The task, however, is to make your presentation clear to your students. Here are some points to keep in mind while planning a board presentation.

STUDENTS MUST BE ABLE TO SEE AND TO READ WHAT YOU HAVE WRITTEN. Illegible or obscured work is valueless. Watch out if you have small handwriting, tend to scrawl, or write too lightly. Sit in one of the last rows and take a critical look at your board work. Unless the floor of the classroom is sloped, students in the middle of the room won't be able to see the bottom of the board. Some TA's like to mark the off the "bottom line of visibility" with a chalk line. If there is a desk at the front of the class, keep it clear of objects that might obstruct vision. Additionally, try to keep your work visible for as long as possible. If you are right-handed, fill the right-hand panel first, then move to the panel on the left and continue your writing. In this way, YOU will not be blocking the view of students copying the writing that you have just completed.

YOUR BOARD WORK MUST BE ORGANIZED SO THAT STUDENTS WILL BE ABLE TO INTERPRET THEIR NOTES LATER. (a) First erase the board completely. This step is especially important in mathematics, where stray lines may be interpreted as symbols. (b) If you are to solve a problem or prove a theorem, write a complete statement of the problem or theorem on the board, or write a precise reference. (c) Fill in one panel at a time, always starting at the top and moving down. (d) Make your notation consistent with that in the textbook or the professor's lecture, so that students do not have to translate from one system of symbols into another. (e) Underline, or in some other way mark the most important parts of you presentation-the major

assumptions, conclusions, or intermediate steps that you plan to refer to later on. Colored chalk may help to clarify drawings.

ERASE ONLY WHEN YOU HAVE RUN OUT OF SPACE TO WRITE. Modifying board work in midstream can be a frustrating experience for students who are trying to transcribe your material into their notebooks. A physics TA may reach a crucial point in the derivation of an equation and then quickly erase and replace terms. A biology TA may draw a diagram and then rapidly change first one part of the diagram and then another to show a process. If you are modifying a drawing, use dotted lines or some other technique to show changes. Remember that students cannot make the same erasures that you do without losing their written record of intermediate steps: you can alter parts of a drawing much faster than they can reproduce the whole thing.

IF YOU FIND THAT YOU HAVE MADE A MISTAKE, STOP. Don't go back over the last three panels madly erasing minus signs: first explain your error, then go back and make corrections, preferably with a different color of chalk.

IF YOU ARE PRESENTING MATERIAL THAT YOU WANT STUDENTS TO DUPLICATE IN THEIR NOTES, YOU NEED TO GIVE THEM TIME TO COPY WHAT YOU HAVE WRITTEN. They should not be asked to analyze while they are writing. When you want them to make or discuss a point, stop writing. Let people catch up to you (they may be lagging behind by two or three lines). THEN begin your discussion. Similarly, if you have engaged in a long discussion without writing very much on the board, allow them time to summarize the discussion in their own minds and to write their summary down in their notes before you again begin to use the board or to speak.

AVOID USING THE BOARD AS A LARGE DOODLING PAD. Students assume that what you write on the board is important. The board should serve to highlight and clarify your discussion or lecture. Used wisely, the board will enhance and underscore your presentation, not diminish it.

FIND OUT IF YOU ARE USING THE BOARD EFFECTIVELY. (a) At some point, ask your students if they can read or make sense of what you have written. Don't do this every five minutes-an occasional check, however, is in order. (b) After class, without prior notice, request one of your good and one of your average students to lend you their notes. If the notes seem incomplete or incoherent, ask yourself what you could have done to make your presentation more clear. (c) View a videotape of your presentation, putting yourself in the place of a student taking notes.

OFFICE HOURS

As a TA, you are expected to hold office hours for your students. Your department should provide you with office space for this purpose. Generally, TAs are asked to schedule between two to four hours per week for student consultations. It is likely that you will be asked to share your office with at least one other TA, so it is advisable for the two (or more) of you to get together early in the quarter to attempt to arrange non-conflicting office hours (it's usually much

easier to keep your mind on helping a student when there isn't another conversation occurring simultaneously in the room).

Varying hours may be a good idea. Rather than scheduling your hours MWF 1-2:00, you might set up hours like M 1-2:00, TU 10:00-11:00, and F 11:00-12:00. That way, you may avoid having to schedule individual appointments with students whose schedules conflict with your 1-2:00 time slot.

Some TAs have found it desirable to require their students to make at least one visit during office hours. If you can get students to show up once and they find the experience pleasant and useful (rather than painful), chances are that you'll be seeing students regularly during your office hours. Realistically, visits are likely to be cyclical. You can expect anxious faces at your door right before exams and as deadlines approach for papers or assignments.

Office hours can be used to peruse mistakes on papers and tests, to discuss strategies for future assignments, to clarify confusing points in last week's lecture, to demystify a demonstration given in class, or to help you get to know your students better. The rapport that you establish with students during office hours is likely to carry over into your class.

SOME CAUTIONS: As a new TA, you may find yourself rewriting your students' work, giving them answers that they might be able to figure out for themselves, or getting sucked into sad stories that students may tell you and extending work deadlines far beyond the bounds of reality. If this sounds all too familiar, sit back for a minute. Just what are your responsibilities as a TA? You want to facilitate student progress in the course and help everyone make it through, but you do not want to be assuming the role of student for your own section!

Evaluating

EVALUATING WHAT YOU'VE DONE

Evaluation is an important aspect of teaching and learning, and if done correctly can provide important information to both you and your students.

Evaluation involves both TESTING and GRADING. In addition to evaluating how well your students are doing, you may gain valuable insights about your instruction by EVALUATING YOUR OWN SUCCESS in class.

CONSTRUCTING TESTS

Undoubtedly you will be called upon to construct or help to construct a quiz, midterm, or final during your career as a TA. Depending upon your discipline, the test that you create will generally be either an OBJECTIVE test or an ESSAY test. Whichever type of test you need to construct, the planning phase of your test should be the same.

PLANNING THE TEST

If you followed the suggestion voiced earlier in this manual and specified objectives for your class, you will probably discover that writing a test is a fairly straightforward task.

REVIEW YOUR INSTRUCTIONAL OBJECTIVES.

Compare these written statements of what you expected your students to be able to do to the instruction which was presented to them. You need to be aware if an objective that you wrote was not covered in class, or implied a different process than what was taught BEFORE you write the test!

DELIMIT THE CONTENT AND SKILL AREAS TO BE TESTED.

Decide on some way of selecting test items (a sampling scheme) to ensure that your quiz/test is representative of what was covered in class and to ensure that it gives an adequate sampling of student capabilities.

OBJECTIVE TESTS (9)

Although by definition no test can be truly "objective" (existing as an object of fact, independent of the mind), an objective test in this handbook refers to a test made up of multiple choice, matching, fill-in, true/false, or short answer items. Objective tests have the ADVANTAGES of allowing an instructor to assess a large and potentially representative sample of course material, measure most types of learning, and allow for reliable and efficient test scoring. The DISADVANTAGES of objective tests include a tendency to emphasize only "recognition" skills, the ease with which correct answers can be guessed on many item types, and the inability to measure students' organization and synthesis of material. Suggestions for constructing high quality objective tests are offered below:

DO'S:

o Write the test items simply and clearly
o If an item represents a particular opinion, identify the author of the opinion.
o Write clear and unambiguous directions for the test as a whole and for each specific section of the test.
o Assemble items into a test according to some systematic plan, e.g., similar item-types grouped together.
o Devise a system to facilitate scoring the test (e.g., a separate answer sheet and an answer key in the same format).

DON'TS:

o Don't lift a statement verbatim from a textbook.
o Don't provide clues in one item for answers to other items.
o Don't intersperse item-types on the test.
o Avoid writing interdependent items such that the answer to one item is necessary to respond to the next item.
o Avoid items dealing with trivia.
o Avoid trick questions.
o Avoid ambiguity in items.

TRUE/FALSE ITEMS

These items can assess student recognition of facts and definitions. To write good true/false items, we make these suggestions:

o Be sure a statement is unequivocally true or false.
o Avoid specific determiners such as "always" or "never"-they can be dead giveaways for FALSE items.
o Beware of indefinite terms of degree or amount such as "in most cases" and "great".
o Beware of negative statements and double negatives.
o Beware of including more than one item in the same statement, especially if both are not equally true or false.
o Beware of giving clues to an answer by the length of an item.

MULTIPLE-CHOICE ITEMS

This is often the most effective of the objective-type items. Multiple-choice items can measure such things as acquisition of information or vocabulary, application of principles, or evaluation of sample data. Here are some tips to help to ensure high quality in the multiple-choice items.
o The item-stem should clearly formulate a problem.
o As much of the item as possible should be included in the stem.
o Randomize the occurrence of correct responses (i.e., you don't always want "C" to be the right answer).
o Be sure there is only one clearly correct answer (unless you are instructing students to select more than one).
o Make the wording in the response choices (distracters) consistent with the item stem.
o Don't load the stem down with irrelevant material.
o Beware of using answers such as "none of these" or "all of the above".
o Use negatives or double negatives sparingly in the question or stem.
o Beware of using sets of opposite answers unless more than one pair is presented (e.g., go to work, not go to work).
o Beware of providing irrelevant grammatical cues.

COMPLETION AND SHORT ANSWER ITEMS

These are variation of the same thing. They are suitable for testing knowledge of facts (e.g., dates, vocabulary). Numerical problems are short answer items. The following suggestions should aid you in writing effective completion or short answer items.

o Don't leave too many blanks in a statement.
o Put blanks at the end rather than at the beginning of an item.
o Beware of indefinite items (many answers could be correct).
o Omit only key words for completion. Don't test for common words (e.g., Fall quarter BEGINS in September).
o In numerical problems indicate the type of units in which the answer is to be expressed if it doesn't give clues to the answer.

MATCHING ITEMS

This is a variation of the multiple-choice item. Matching items are efficient for measuring associations of names, dates, etc. In addition, these items can be used to label charts, maps, and the like. Matching items are best when these guidelines are followed:

o Possible answers are homogeneous in nature (i.e., all choices are names, dates, body parts, etc.).
o The number of answer choices exceeds the number of problems.
o Sets of answers are kept short. Make more matching items rather than one items with 400 answers.
o Answers are put in a logical order (chronological, alphabetical (if one exists).
o Directions specify whether answers may be used more than once and specify the basis for matching.
Questions that you write should assess whether or not students CAN DO what you expect them to be able to do after an instructional sequence. For a more detailed description of item-types and techniques for writing items, see A. G. Wesman's article, "Writing the Test Item" (Thorndike, R. L. (Ed.) Educational Measurement, 1971, pp. 81-130.

ESSAY TESTS

The principal advantage of an essay test is that it requires the student to produce and organize an answer, select or create a pattern of ideas, and to demonstrate critical thinking. Its principal DISADVANTAGES are that it typically assesses only a small sample of course objectives. Again, the following are some suggestions which may enhance the quality of the essay tests that you produce:

o Have in mind the processes that you want measured (e.g., analysis, synthesis).
o Start questions with words such as "compare", "contrast", "explain why". Don't use "what", "who", "when", or "list". (These latter types of things are better measured with objective-type items).
o Write items so as to define the parameters of expected answers as clearly as possible.
o Don't have too many answers for the time available.

ESSAY EXAMPLES (10)

If an essay test is carefully planned and written, it can be a stimulating exercise in reasoning. In addition, such a test can serve to encourage students to summarize or expand upon a learning sequence.

The following pairs of examples are included to illustrate how questions may be reworded to demand new, more complex understandings and to help students synthesize and evaluate the course content:

- Original: List the reasons for Weld's conversion.
- Reworded: Noting both the traditional religious explanation for conversion and Erickson's treatment of the same phenomenon, use these theories to offer your own analysis of Weld's conversation.

- Original: What were the accomplishments of F.D.R.'s first and second Presidential terms of office?
- Reworded: How can you reconcile the two seemingly contradictory statements made in our class discussion that "F.D.R. saved capitalism" and that "F.D.R. was a reformer-liberal?"

- Original: In the "fluctuation test" of Salvadore Luria and Max Delbruck, what was the fundamental question they were addressing?
- Reworded: Two contrasting results were possible in the experiments of Salvadore Luria and Max Delbruck. What were they, and how does each elate to the fundamental question they were addressing?

DETERMINING STUDENT GRADES

"...a grade {is}...an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite amount of material." (Paul Dressel, BASIC COLLEGE QUARTERLY, Michigan State University, Winter 1957, p.6).

As this quote indicates and many undergraduates claim, grading can be unjust, arbitrary, and just plain problematic. In conjunction with the instructor of record for a course, you can do much to alleviate the criticisms and barbs directed at the grading process. The following sections offer some useful suggestions for grading both essay and objective tests.

GRADING OBJECTIVE TESTS

o PREPARE AN ANSWER KEY. If you design the answer key to follow the format of the students' answer sheets, the grading process will be much faster. If the test is based on your class objectives, you can also refer students to lecture notes and readings relevant to a given question on the answer key.
o DETERMINE IF THERE IS MORE THAN ONE CORRECT RESPONSE FOR ANY OF YOUR QUESTIONS. Decide, in advance, if certain incorrect answers merit partial credit.
o DECIDE, IN ADVANCE, THE POINT-VALUE OF EACH QUESTION. Ideally, you should give students this information on the test itself.
o POST THE ANSWER KEY OUTSIDE YOUR OFFICE. Students can then come by to check their performance against the key.
o DISTRIBUTE CORRECTED TESTS IN CLASS OR ASK STUDENTS TO DROP BY YOUR OFFICE TO PICK THEM UP. Don't leave corrected exams out in the hall near your office. Your "A" student may be delighted, but it's important to consider the feelings of those students who do poorly as well. (It is illegal to post test scores along with names, or even with alpha numbers.)

GRADING ESSAY TESTS (11)

o READ YOUR STUDENTS' EXAMS WITH SCRUPULOUS CARE. Your students have invested a good many hours in preparing for, and taking, examinations. Evaluating their responses deserves your undivided attention.

o PREPARE MODEL ANSWERS IN ADVANCE. Whether you've written the test yourself or you're reading an exam prepared by someone else (e.g., the professor in charge of the course), preparing a key with model answers clarifies the major points that should be covered in student responses on the test.
o DETERMINE WHETHER THERE IS MORE THAN ONE ACCEPTABLE ANSWER OR MORE THAN ONE POSSIBLE SOLUTION TO A PROBLEM.
o PREPARE A LIST OF COMMON IMPROPER ANSWERS, TOGETHER WITH THE PENALTIES FOR EACH. This will help to ensure that your grading is consistent. If you do not hold to uniform grading standards, it is likely that at some point you'll be faced with at least one angry student presenting you with two nearly identical responses to which you have assigned different scores. That student will justifiably want you to account for your grading procedure.
o READ ALL THE ANSWERS TO ONE QUESTION (BY ALL STUDENTS) BEFORE BEGINNING TO GRADE OTHER QUESTIONS.
o GRADE PAPERS AS NEARLY ANONYMOUSLY AS POSSIBLE. Oftentimes it is useful to ask students to record their alpha numbers on an exam rather than read their names. This means matching the numbers to their names after reading the exams, but it helps to remove biases you may have acquired toward students in your class.
o DECIDE, IN ADVANCE, HOW IMPORTANT SUCH FACTORS AS SPELLING AND GRAMMAR WILL BE IN GRADING THE EXAMS. Decisions of this nature should not be arbitrary. What's right or wrong for one student's paper should be right or wrong for all students.
o AFTER YOU'VE GRADED THE TEST, POST OR OTHERWISE MAKE AVAILABLE AN EXAMINATION KEY. This allows your students to see the major points their essays were expected to cover or to see the correct method of solving problems on the exam. In addition, it is often useful to cite common errors that were made on the test and the points removed for such errors.
o ESTABLISH THE CORRESPONDENCE BETWEEN POINT SCORES AND LETTER GRADES BEFORE RETURNING THE EXAMS. Students tend to mark their progress in terms of grades and will want to know how they fared. Remember, you must be consistent in assigning grades based on test points.
o SUBJECTIVITY SHOULD NOT ENTER INTO ASSIGNING GRADES. If, however, you want to introduce some element of subjectivity into your grading (e.g., adding points for student participation in class discussion) make it clear to students that this is your intention. Students should be told at the outset of the course or prior to the exam the maximum and average number of points that you are allotting to this category of your evaluation.
o IF TIME ALLOWS, WRITE COMMENTS ABOUT STUDENT RESPONSES. Let your students know when they've really done an outstanding job as well as providing them with correct information (or a source to find it) when their responses are inaccurate.

EVALUATING YOUR TEACHING

As many TAs have already discovered, it is generally desirable to obtain some form of student input regarding their teaching and the course they are instructing while that course is still in progress. Such feedback can be used to make changes while a section is still going on and may be used in conjunction with end-of-term evaluation to plan for the next quarter.

You can gather MID-QUARTER FEEDBACK by distributing a short questionnaire to your students around midterms. The intent of mid-quarter feedback is to provide you with information reflecting student opinion about specific aspects of your section, e.g., clarity of presentation, relevance of material, willingness to respond to questions. These brief surveys can also provide some global reactions to the course in general. By reviewing these questionnaires right away, you may be able to make changes that will affect the students from whom the feedback was obtained.

Another very different way to evaluate your success as a TA is to utilize the campus wide TA Development Program's VIDEOTAPE AND CONSULTATION SERVICE. This service allows you to be videotaped while teaching. You can then gain a new perspective on your in-class performance by viewing your tape. By viewing your tape, you will be able to gain a "student's eye" view of your teaching and, at best, after receiving feedback on your tape you may be able to make changes in your teaching strategies. To arrange a videotaping, call TV Services x4346.

3) Special Teaching Topics for TAs

Discussion Sections

DISCUSSION SECTIONS (1)

Discussion sections can take a number of forms. In the Math Department the hour may be used to go over problems; in Literature class, to critique essays or books, and in Sociology, to clarify and enhance concepts introduced in the lecture. Whatever the particular function of your section you will want your students to be actively involved and participating. The guidelines below are intended to help you accomplish this goal.

PLANNING A DISCUSSION SECTION

Some new TAs wonder how there can possibly be enough to say to fill the class period. This will be the least of your worries. Your job is facilitating and moderating the discussion, not doing all the discussing. New TAs sometimes tend to over-manage the situation. Remember that the discussion isn't just a matter of your communication with your students; it's a chance for your students to share ideas and pool resources. Many TAs overlook this potential and end up trying to carry the whole conversation themselves.

One of the reasons discussion sometimes seems ineffective or disorganized is that different students are focused on different aspects of the topic or problem. As a consequence, students are often frustrated by what they see as irrelevant comments by other students. R. F. Maier (2) describes a problem-solving discussion technique, "developmental discussion", which can be used to keep students aware of the aspect of a discussion that is the current focus. While all topics are not amenable to this developmental treatment, many discussion leaders will find this technique useful. Such a developmental sequence might be:

1. Formulating the problem/defining the issue,
2. Suggesting hypotheses/reasons,
3. Getting relevant data, and
4. Evaluating alternative solutions, consequences, and implications.

Keeping this sequence in your mind will allow you a large amount of flexibility in the classroom without the fear that your section will degenerate into a disorganized free-for-all. At the very least keep a note card handy with salient points you want discussed during the hour.

IMPLEMENTING DISCUSSION SECTIONS

Expectations

Before you can successfully implement a discussion session, you will need to become aware of the implicit set of attitudes and messages you bring into the classroom with you. Your reactions, your responses to students, the attitudes you project in your actions-all suggest to your students the sort of interaction they can expect. The way in which you field students' comments will give the most important clue. No one wants to feel that their remark will be put down or put off. Students are also sensitive to what they think you REALLY want (e.g., Does he want a discussion or a chance for an extended monologue? Does she say she wants disagreement and then gets defensive when someone challenges her?). Your students will try to read you so that they can respond appropriately. Be sensitive to the clues you give them.

Questioning Skills

There are a number of techniques you can use in opening up discussion. The most obvious is to draw on students' questions and comments and to enlarge upon them with your own remarks. What do you do if the subject matter is new and your students are too? You may want to jot down several statements or questions beforehand and use these as a springboard.

When you start a discussion with a question, ask open-ended questions which will get students thinking about relationships, applications, consequences, and contingencies-rather than merely the basic facts. You've probably often heard a professor who spiels off a list of questions that require only brief factual replies and little student involvement:

Q. When was the Battle of Hastings?
A. 1066.

The result could hardly be called a discussion. You'll want to ask your students the sorts of questions that will draw them out and actively involve them, and you will also want to encourage your students to ask questions of one another. Above all, you must convey to your students that their ideas are valued as well as welcomed.

Here are the three biggest mistakes made in asking questions.

Mistake #1

Phrasing a question so that your implicit message is, "I know something you don't know and you'll look stupid if you don't guess right!" (A sure turn-off.)

Mistake #2

Phrasing a question at a level of abstraction inappropriate for the class. Don't just show off your 25 cent words-discussion questions need to be phrased as problems that are meaningful to student and instructor alike.

Mistake #3

Not waiting long enough to give students a chance to think. The issue of "WAIT-TIME" is an often-ignored component of questioning techniques. If you are too eager to impart your views, students will get the message that you're not really interested in their opinions. Most teachers tend not to wait long enough between questions or before answering their own questions because a silent classroom induces too much anxiety IN THE INSTRUCTOR. Try counting to 10 s-l-o-w-l-y after asking a provocative question to which you are just dying to respond yourself. Students don't like a silent classroom either. Once they have confidence that you will give them time to think their responses through, they will participate more freely.

Roadblocks to Facilitating Good Discussion Sections

Roadblocks are usually the "too much, too little, too late" variety. The following are some common stumbling blocks.

1. IF YOU HABITUALLY CAN'T GET DISCUSSION STARTED, you first need to pay more attention to the types of topics you're picking; they may not be broad enough. Or you may not be using good questioning skills-putting people on the spot or embarrassing them. See the previous section(s) on questioning techniques.

2. IF ONE OR TWO STUDENTS CONSISTENTLY MONOPOLIZE THE FLOOR there are many causes at work, but the end result is a great deal of tension. You don't want to reject the one student, but then you don't want to alienate the rest of the class. You may want to take one of two approaches. Either you can use their comments to throw the discussion back to the class ("You've raised a point. Maybe others would like to comment."), or you can acknowledge the comments and offer another outlet ("Those ideas deserve a lot more time. Maybe we can discuss them after class.").

3. IF THERE IS A LULL IN THE DISCUSSION, relax. This doesn't mean you've failed. Every conversation needs a chance to catch its breath. It may mean that your topic is exhausted or it may be a pause for people to digest what they've heard. If the lull comes too frequently, though, you may need to give more attention to the types of topics you're picking. You may also be

inadvertently shutting down discussion by dominating rather than facilitating.

4. IF STUDENTS ARE TALKING ONLY TO YOU INSTEAD OF TO EACH OTHER, you are probably focusing too intently on the speaker. You can help students talk to each other by leading with your eyes or looking occasionally at others in the room. This will lead the speaker to do likewise.

5. IF THERE ARE STUDENTS WHO SELDOM OR NEVER TALK, see if you can't find out whether they are shy, confused, or simply turned off. Watch for clues that indicate they might want to speak up. ("Allen, you seem disturbed by Dan's idea. What do you think?") However, be careful that you don't embarrass a student into participating. You may want to make a point of talking to this student before or after class to indicate your interest.

6. IF A FIGHT BREAKS OUT OVER AN ISSUE, then you've got a hot topic on your hands! Facilitate! Your major task here is to keep the argument focused on the issues. Don't let it become personal, under any circumstances.

EVALUATING WHAT YOU'VE DONE

At various points in the quarter, you'll want to assess how well you and your students are doing with the discussion section. Some suggestions follow for evaluating your section.

Informally

- As we've said before, ask questions designed to monitor student understanding of major concepts in the class. This is a way to casually assess student progress with course objectives.
- Watch for student reactions to your discussion section. Take a quick count of the number of heads on desks vs. the number still raised in the air.

More formally

- If reasonable, administer short, weekly quizzes designed to monitor student understanding of the previous week's material.
- Conduct midterms/finals (see "Testing and the TA").
- FOR YOUR BENEFIT, give mid-quarter/end-of-quarter evaluations. Also, consider videotaping your sections and viewing your tape with a video consultant from the TA Development Program (see "Evaluating Your Own Success").

Strategies to Enhance Learning

As you know, your students will come to section with a variety of academic, family, and cultural backgrounds as well as a variety of personal learning preferences, abilities, and needs. To meet the diverse needs of your students, you will want to vary your instructional methods and style. The following pages offer practical instructional strategies to do just that.

STUDENT LEARNING STYLES

One popular model of learning styles identifies two dimensions of student ability and preference: active vs. reflective learners and abstract vs. concrete learners. Briefly, the two learning dimensions can be defined as follows.(3)

Concrete/Abstract Dimension:
In the concrete experience mode there is an emphasis on personal involvement and reliance on feelings. The abstract mode involves logic and ideas, rather than feelings.

Active/Reflective Dimension:
In the active mode, there is active experimentation, use of very practical approaches and concern about what works and getting things done. In the reflective mode, learners rely on patience, objectivity and careful judgment. Rather than experiment, they rely on their own thoughts and feelings to form opinions and make generalizations.

These styles are, of course, preferences. The most flexible and able learners are adept in all styles and can use the style most appropriate to the learning situation. To promote this flexibility and to teach to both the strengths and weaknesses of all students, it is necessary to vary instructional methods. Lecture, papers, and projects appeal to the preferences and strengths of the abstract learners. Discussion works well for reflective learners. Consider the following diversity of instruction that is possible to meet the learning style preferences of these four learning styles.

Concrete Learners: readings, examples, fieldwork, laboratories, problem sets, simulations, games, primary texts.
Abstract Learners: lectures, papers, projects, analogies, model building.
Active Learners: projects, fieldwork, homework, case study, simulations.
Reflective Learners: logs, journals, discussion, brainstorming, thought questions, rhetorical questions.(4)

TEACHING STRATEGIES FOR A DIVERSE STUDENT BODY

In addition to learning style preferences, your students will have differences, in terms of gender, sexual orientation, religious beliefs, learning abilities and disabilities, and minority vs. majority social status. The following charts provide you with ideas on how to organize and plan instruction to address these differences.

TEACHING STRATEGIES: GENDER SOCIALIZATION

TEACHING STRATEGIES: STUDENTS WITH LEARNING DISABILITIES

TEACHING STRATEGIES: SEXUAL ORIENTATION AND RELIGION

GENERAL PRINCIPLES FOR TEACHING "MINORITY STUDENTS" (8)

- Give "minority" students equal attention in class, and equal access to advising outside class. Don't overlook capable but less experienced students.

- Give "minority" students equal amounts of helpful and honest criticism. Don't prejudge students' capabilities.
- Revise curricula if necessary to include different kinds of racial and cultural experiences, and to include them in more than just stereotypical ways.
- Monitor classroom dynamics to ensure that "minority" students do not become isolated.
- Vary the structure of the course to include more than just individual and abstract modes of learning.
- Don't call on "minority" students as "spokespersons" for their group.
- Recognize and acknowledge the history and emotions your students may bring to class.
- Respond to non-academic experiences, such as racial incidents, that may affect classroom performance.

NOTE: The general principles and specific strategies listed here often echo those for gender. Such repetition permits you to read each handbook section separately. In addition, such similarity illustrates how the problems and solutions for each group mirror one another in fundamental ways. Thus various sections are finally not separate, but mesh together to form a general system of responsive teaching.

TEACHING STRATEGIES: STUDENTS WITH MINORITY STATUS

TEACHING STRATEGIES: ADDRESSING VALUE CONFLICTS IN THE CLASSROOM

TEACHING STRATEGIES: NON-NATIVE SPEAKERS OF ENGLISH (ESL)

EPILOGUE

This section has focused on the differences among students and ways to enhance their learning. It also seems appropriate to mention student similarities. In fact, students have more similarities than differences on important dimensions. All students have the need to be respected by their peers and their teachers, to meet their personal as well as academic goals, and to be acknowledged for their abilities, accomplishments, life experiences, and most of all, for who they are.

- Teaching Strategies: Gender Socialization
- Teaching Strategies: Students with Learning Disabilities
- Teaching Strategies: Sexual Orientation and Religion
- Teaching Strategies: Students with Minority Status
- Addressing Value Conflicts in the Classroom
- Teaching Strategies: Non-Native Speakers of English (ESL)

Cooperative Learning Groups

"Form yourselves into groups of five or six and discuss the next example in the text. I'll give you 15 or 20 minutes, then we'll hear from all the groups. Any questions? Okay, go ahead."

Teachers use small groups frequently-to generate ideas for classroom discussion, for a change of pace from the lecture, or to encourage students to speak out in class. This occasional use of small groups, however, differs from cooperative learning in a number of significant ways. In a cooperative learning classroom, the teacher would pose a clear task for students to perform and give specific instructions about how to do it:

"Look at the next example in the book and think about the advantages and disadvantages of the solutions which Clarkson proposes. Think about their economic feasibility. Write down your ideas and then compare them with one of the other students in your usual group of four. Make sure you justify the reasons for your answers, especially if there is any disagreement with your partner. Once you are satisfied that you understand your partner's choices-you don't have to agree with them-I'll ask you to share your answers with the rest of the class so that we can come up with the main advantages and disadvantages of the proposed solutions."

This structure, Think-Pair-Share, is a commonly used cooperative learning strategy. It exemplifies clearly how cooperative learning differs from the occasional use of group work in classrooms.

WHAT IS COOPERATIVE LEARNING?

Cooperative learning is a strategy which involves students in established, sustained learning groups or teams. The group work is an integral part of, not an adjunct to, the achievement of the learning goals of the class. Cooperative learning fosters individual accountability in a context of group interdependence in which students discover information and teach that material to their group and, perhaps, to the class as a whole. The teacher's role changes as Alison King (1993) says "from sage on the stage to guide on the side." Although they learn in groups, the students are evaluated individually on the learning they have achieved.

Cooperative Learning is Structured and focused to make sure that learning is taking place. The teacher chooses the groups to reflect a diversity of viewpoints, abilities, gender, race, and other characteristics. Letting the students choose their own groups can result in a homogeneity which reduces the acquisition of social skills and increases the possibility of a lack of focus on the learning task (Cooper, 1990).

The groups contain fewer than six students-most likely four. Four is a good number; more than that, and individuals may not have equal opportunity to contribute. Four students can work in pairs (each student having 3 potential partners) or together. The group is large enough to contain a diversity of perspectives, yet small enough to facilitate useful interaction (Millis, 1993).

Cooperative Learning Creates a Classroom Community which involves students in a kind of interdependence whereby all are working towards a common goal, often with group members responsible for different aspects of the content and teaching it to other members of the group. The group's work is not complete until all its members have mastered the content. Furthermore, individual learning is reinforced as a result of explaining the content to others. Once established, the groups can stay together for the entire semester or can be reformed to concentrate or disseminate their acquired knowledge at various stages throughout the semester.

Cooperative Learning is a Sustained Approach which lasts longer than a 15 - 20 minute small-group discussion. An entire course or module may be taught using the cooperative learning method. Because they are in the same group for a longer period of time, students experience greater continuity than in occasional small-group situations. The cooperative method enables the groups to identify areas which they need to study further. Groups can recognize connections between what they have learned and what they are discovering, thereby integrating their knowledge. It is important to note that this method encourages students to seek information actively; they are no longer only passive recipients of information.

Cooperative Learning Requires and Enhances Students' Communication Skills. The success of the group depends upon the interaction of its members. Before cooperative learning can begin, students will learn some of the skills required for successful group interaction:

- paraphrasing other's words to ensure and verify comprehension;
- giving and receiving feedback;
- allowing everyone to contribute ideas; and
- refraining from taking over the group or allowing another to do so.

Regular questionnaires can be useful in gauging the success and maintaining the integrity of the group process.

Cooperative Learning Balances Interdependence with Individual Accountability. Instructions to the students are specific: each group and each student within that group has a task to perform. In other words, each student must demonstrate his or her mastery of the subject and receive an individual grade. Group grades, which may result in some students coasting to a higher mark on the effort of others, do not emphasize individual accountability and are not recommended.

Cooperative Learning Responds to Classroom Diversity and has a positive impact on students whose voices may otherwise go unheard in the classroom. These students include women, minorities, and those who for other reasons may be shy to speak in front of the entire class. Those whose learning style preference is cooperative and collaborative rather than competitive are also served well by this classroom technique. Let's face it, most teaching techniques emphasize students working as individuals-alone in the library, classroom, or study-or as competitors. Students in the cooperative classroom are responsible for each other's learning. Competition may still exist; however, it is among groups rather than individuals.

BENEFITS ASSOCIATED WITH COOPERATIVE LEARNING

Improved Attendance: Because of their commitment to others in their group, students in cooperative classrooms tend to have better attendance.

Higher Grades: Because of their active participation in class, students' self-esteem and understanding of the material are increased. They earn higher grades.

Increased Participation: Because they are contributing to the group and participating in class, students become more active learners.

References on Collaborative Groups

Cooper, Jim (1990), Cooperative Learning and College Teaching: Tips from the Trenches, The Teaching Professor, 4 (5).

Crowley, Mary and Dunn, Ken (1993). Cooperative Learning at Dalhousie, a workshop presented at Dalhousie University.

Fennell, Hope-Arlene (1994) Cooperative Learning: Students' Perceptions and Preferences, The Lakehead University Teacher, 4 (1).

King, Alison (1993), From Sage on the Stage to Guide on the Side, College Teaching, 41 (1).

Millis, Barbara (1993), Cooperative Learning, a workshop presented at Dalhousie University.

Sego, Arlene (1991), Cooperative Learning: A Classroom Guide, Info-Tec, Cleveland, Ohio.

Lecturing and the TA

"Tell 'Em What You're Going to Tell 'Em, Tell 'Em, and
Tell 'Em What You've Told 'Em"

The above phrase contains most of what you need to know to know to deliver a good lecture. You may remember that similar components were listed (phrased slightly differently) for being a successful TA. They were:

1. Plan what you're going to do.
2. Implement what you've planned.
3. Evaluate what you've done.

In this section, each of these three components is discussed as they relate to delivering a lecture.

PLANNING THE LECTURE

1. DECIDE WHAT YOU WANT TO ACCOMPLISH DURING THE CLASS PERIOD. Figure out the number of points or principles you want to cover and consider examples for each. Experts figure about 15 minutes per major point; more than 15 minutes and students do not seem to retain the material.

2. USE YOUR LECTURE TO DO MORE THAN PRESENT FACTS. Share complex intellectual analyses, synthesize several ideas, compare and contrast known ideas with new ones, tell of recent studies. Since you want students to be prepared for class, give them a reason to be so. To simply restate what they have read for homework is to encourage them not to do their homework.

3. ESTABLISH YOUR TIMING. How long will it take to cover each of the main points? How far along should you be halfway through your class? If you seem to be running out of time, what will you leave out? How much time will you allot for student questions? Will you ask questions of the students? How long do you estimate that taking?

4. ANTICIPATE PROBLEM AREAS. What information may be difficult for your students? How can you make that information easier for them to understand? How can you aid student note-taking? (See "Contact with Students" in Chapter 2.)
Careful planning of your lecture will lessen the likelihood of experiencing common TA problems with respect to getting through the planned material, running short of time and experiencing disruptions in the lecture which might have been anticipated.

IMPLEMENTING WHAT YOU'VE PLANNED

1. LET STUDENTS KNOW, at the beginning of class, what you will cover during that period by putting a brief outline on the board, by providing a handout, or by any other appropriate means. This will help your students to follow your lecture in their notes, or in their heads (as you speak).

2. WHERE APPROPRIATE, RELATE THIS WEEK'S WORK TO LAST WEEK'S so that students begin to develop some sense of the structure of the course content.

3. BEGIN SLOWLY AND GRADUALLY SPEED UP, watching your students for signs of life or loss of attention. In the 15 minutes you've planned for each major concept, spend no more than 10 minutes on straight lecture. Lecturing for more than 10 minutes is inadvisable, because of the strain on the listener. After 10 minutes, ask a question, tell an anecdote, or do whatever is necessary to relieve the tension of listening.

4. KEEP STUDENTS' ATTENTION with your voice and maintain contact with your students (see sections on voice and student contact).

5. EXPERIMENT WITH ALTERNATIVE LECTURING STYLES. Lecturing does not necessarily mean standing at the front of the class (somewhere between board and podium) droning at 30-500 students for 45-50 minutes. Even if this has been your experience, it is not necessary for you to perpetuate this tradition. Other possibilities for lecturing include:
* Spending the first 15 minutes having students discuss their reading in small groups. Lecture for 15-20 minutes on new material then spend the rest of the period utilizing students' questions and encouraging students to answer one another.
* Have students write down questions about the professor's lecture on a slip of paper, ask them to give these to the professor after class (or place a shoe box at the front of the room which you can retrieve after class). You can then prepare your lecture around student questions or around any issues which seemed unclear to you.

Implementing means putting into practice what you have decided to put into practice. Pay attention to what techniques seem to work well in your class. Do them again to see if they really work. If they do, add them permanently to your repertoire of techniques. See what doesn't seem to work. Experiment with different styles, questioning skills, and so on. Deliberately try to add

more polish and sophistication to every lecture. Improving your teaching can be a process which never ends.

EVALUATING WHAT YOU'VE DONE

1. END YOUR LECTURE AT LEAST 5-10 MINUTES BEFORE THE END OF THE PERIOD. This allows you to recap what you have covered, using the outline from the board or handout, etc. During this time students may ask you questions or you may ask them questions. In addition to reviewing what you have done, it is a good time to find out what THEY learned from what YOU presented.

2. DEPENDING UPON YOUR STYLE, YOU MAY WISH TO HAVE STUDENTS EVALUATE THE CLASS SESSION WITH REGARD TO WHAT THEY LEARNED, what helped them learn, what hindered their learning, and what both they and you could add to the next section to facilitate teaching and learning. This may be done through informal verbal solicitation or you might run off a short sheet of questions to encourage student feedback.

3. SELF-EVALUATION IS VERY USEFUL. After you leave class, take a few minutes to assess for yourself what you liked and did not like about the lecture that you just gave. What will you continue to do? What could you do differently next time?

Evaluating in these ways allows you to informally assess what your students are or aren't learning. In addition, it allows you to improve your teaching style and, therefore, your effectiveness as a TA. Students quickly see and respond positively to TAs who are interested in being good teachers.

Later in the quarter, or any time the mood hits, look back at this section for tips on planning, implementing, and evaluating your lectures. Perhaps you'll find ideas to help you when you feel that something isn't going right and you are not sure what that "something" is.

Re-Entry Students and the TA

Students who discontinue their education for any purpose and then later return to college, can be considered re-entry students. They are usually older than what we normally think of as college-aged students and may have more varied life experiences than the more traditional-aged students. Many of them have been away from the classroom for many years, and entering or reentering college represents a major change in their lives. For most, it is great loss of social status to again be a student.

For TAs, teaching to re-entry students can be a challenge, particularly when the re-entry student is nearer in age to the TA's parents than to the TA. Yet, such an age difference can be equally difficult for the student. The TA needs to respect the student's life experience and the student needs to respect the TA's formal education. Because re-entry students tend to be very goal oriented, they want to learn and they want the TA to teach them. At the same time, a re-entry

student may have some life experiences that need to be acknowledged. If the student offers such information, it need not be taken by the TA as a challenge to his or her authority. Here are some comments from re-entry students at UCSB. (13)

Re-entry students are, for the most part, equal to their TAs in age, life style, and seriousness of purpose. Because of this, TAs may have to exert more effort in getting re-entry students to utilize their help - a re-entry student is more likely to go directly to the professor, or feel uncomfortable asking anyone for help because of their [the re-entry student's] more mature status. Also, re-entry students may want to know and discuss more than what is in the books. TAs need to remember that these students have life experiences and responsibilities outside of the classroom that are quite different from those of the traditional full-time student.

Re-entry students often resent being treated like traditional-aged students. In particular, when TAs fail to show respect, or speak in a condescending way, you can just see the hackles rising on re-entry students. Then I have seen re-entry students become defensive, feeling that they need to prove to the TA that they deserve respect ...and so nothing at all gets accomplished- except that everyone leaves class feeling resentful and frustrated.

Of course, there is the issue of instructors and TAs making generalizations about the relative youth and inexperience of students, or referring to the students' likely situations, which are always based on the assumption that these are people who have just emerged from their parent's nest, didn't live through the Vietnam War, etc.

I have also run into some re-entry students who could use some sensitivity training themselves. It is frightening to return to college after being away; it involves risk-taking. It is frightening for TAs, who are just beginning teaching careers, to face older students. They may feel these students will be more critical of their teaching abilities, or may challenge them in front of the other students. There is an adjustment involved for traditional students as well, because they are just beginning to think of themselves as adults and they may resent having an older person for a peer, reminding them that they are not so mature after all. If the older student treats them with respect, they may respond to that person, and may seek them out for advice, and even friendship. This has been my experience, and I have seen many classroom interactions involving re-entry students and instructors and fellow students. It seems everyone could use a little orientation."

Academically, the TA's expectations should perhaps be modified to accommodate re-entry students. There is a certain formula to writing academic papers, and there is an expectation among instructors and TAs that students will follow this formula, and that in their analysis of a topic, the students will only use the data that have been presented in class, or in assigned texts. However, re-entry students with their unique life experiences might want to relate, or may not be able to avoid relating what they are learning in class to these past experiences. I think this makes grading papers written by re-entry students more difficult for TAs, who may have no understanding of where the re-entry student is coming from.

As adult learners, re-entry students are very task oriented. They want and expect their learning to be applicable to their current lives, to their past experiences, and to their future goals.

Instructors should use a variety of teaching techniques-not just lecturing-to utilize and build on the students' experiences. Active participation by the students is critical to accomplishing this task. When students are involved, they are more likely to explore alternative ways to think about the subject as well as think of alternative ways to complete the task. As a result, critical thinking skills are enhanced. One active teaching technique is having students role play situations that they have confronted. Another is large and small group discussions in which adult students are encouraged to share relevant experiences. Posing questions to students can further encourage this integration. Questions might include: 'How does this compare with what you have seen or done?'" 'What might prevent this from working?' 'Have you experimented with this before?' 'When might this technique fail?' Equally effective is the instructor's sharing examples from his or her own practice. The use of analogies and metaphors can also be extremely useful in helping students integrate new and old knowledge. (14)

Adult learners often do better academically when they feel part of a learning community and are encouraged to interact with other students. Providing a class roster with the other students' names, addresses and phone numbers (with a student consent, of course) can help all students in the class feel more connected with one another and less inhibited about asking for help and information from one another. As the TA, you may also suggest that students form support networks. (15) Assigning small group projects and study groups can go along way toward making all of your students feel more comfortable with their studies. Once students begin talking about class material with one another outside of class, they may be more willing to participate in section discussions.

Re-entry students, like all other student groups, are individuals with a variety of differences. Some will feel timid in speaking out in class, others will want to contribute as much as possible. Some re-entry students will find their studies exciting, others will worry about their rusty study skills. If a re-entry student expresses concern about their studies or themselves as students, ask them if they are aware of the re-entry student services on campus. The next chapter of this handbook identifies these services so that you can familiarize yourself with them.

Foreign Language Classes

Generally, the amount of material to be covered each week has been mapped out in advance by a supervising instructor. Be sure to discuss fully with your department what formal components are expected of you in terms of grammar, sentence patterning, drill instruction, language labs, and the like.

PLANNING LANGUAGE SECTIONS

In planning your own sections, figure out, IN ADVANCE AND ON PAPER, how much time you plan to allot to each aspect. Creating an outline of material to be covered is an invaluable aid in helping you structure your class time for maximum effectiveness and can be as simple, as, for example:

10 min. - Warm-up, announcements, go over homework.
15 min. - Drills using the subjunctive.
20 min. - Conversation using passive and reflexive verbs.
5 min. - Wrap-up, homework for tomorrow.

Another advantage of writing out a timetable for yourself is that the act of doing so will help you prioritize your material. If students get hung up on a particular point, something which inevitably happens, you will be in a better position to know what it is you will be willing to leave out and pick up the next day.

WARNING: Don't get so involved in covering your material that you forget to notice whether or not you're leaving the class behind. You might well ask, "But how can I tell?" Check for blank stares, rustling, miscellaneous coughing. Pause several times in your presentation to ask if students are following you. If you don't get a roomful of nodding heads, start over. Assume here, as with all general questions to the class, that no acknowledgment may mean the same thing as "I'm too shy to admit it, but I don't get what you're doing."

Aside from formal requirements, TAs are usually given encouragement and latitude to develop their own teaching styles. Structuring the classroom, kinds of drills, types of questions, number and kind of teaching aids-these are areas in which you can begin to develop informal skills which will serve you well in your budding career as a college language instructor.

IMPLEMENTING WHAT YOU'VE PLANNED

Beginning foreign language TAs often see their 50-minute section only as a test of their ability to cram as many drills and grammatical points into the heads of their students as they can. But within the basic drills and grammar requirements lie a variety of creative approaches to instruction which can make learning easier and time spent in the classroom more fun for both TA and student. A few of these approaches follow.

1. SMALL GROUP WORK provides an opportunity for students to practice speaking and listening without being on public display. It also is a chance for them to get to know one another better, since people generally feel more comfortable sharing in a small-scale discussion. Small groups can be set up for dialogue and homework review, for "free conversation" time, for working on projects-for almost anything. Having the class move from large to small to large groupings also helps in breaking up the hour into manageable time blocks and combats boredom and "drill fatigue".

2. USE MORE THAN THE TEXTBOOK IN CLASS. Many departments ask their TAs to teach using only the text and their imagination. Recently, however, some departments have begun to incorporate videotaped dialogues keyed to a textbook. If your department uses a textbook only, THINK ABOUT ADDITIONAL WAYS IN WHICH YOU CAN ADD INTEREST TO YOUR CLASS. Try slides. Or cartoons on the board. Role-playing dialogues and acting out simple plays can be used to enliven even a beginning language section. If you yourself are not a native speaker, try inviting one or two natives as guest lecturers each quarter. Use all your resources-the

more ways in which students are offered foreign language input, the more they will absorb.

3. WHENEVER POSSIBLE, DEVELOP QUESTIONS, DRILLS, AND EXAMPLES THAT RELATE TO STUDENTS' LIVES. Students will be more interested in even the most routine work if they have an opportunity to share information from a personal perspective rather than deal solely with abstractions. The personal approach also has the added advantage of helping students get to know one another, which will in turn make for a friendlier classroom.

4. USE YOUR OFFICE HOURS CREATIVELY. Many TAs complain that they sit passively in their offices, forlornly waiting for students to show up week after week and no one ever does. It is a good idea, at least in the beginning, for TAs to extend invitations to their offices to help instill an "office hour habit" in their students. One enterprising language TA sets aside one hour for individual consultations and another for group conversation practice. Some TAs also schedule an hour to meet with students in the language lab, an extra which beginning students especially appreciate.

COMMON PITFALLS OF FOREIGN LANGUAGE TEACHING

If you recognize yourself in any of the items listed below, don't panic and turn in your office key. Common pitfalls are common only because many people do them. Most of them are unconscious habits and reflexes which can be broken by cultivating awareness of how YOU ARE in the classroom and by monitoring the effect your behavior has on that of your students.

- RESCUING STUDENTS is a common reflex of beginning TAs who think that being as helpful as possible is not only a hallmark of good teaching but also earns their students' respect and admiration. Unfortunately, neither of the above is likely to be true. A teacher who consistently "bails out" students does not help them learn to think for themselves; students unconsciously come to expect the TA to do all their work for them. They also pick up the not-so-subtle message that the TA is the only one in the room with the "right" answers.
- TALKING TOO MUCH is another common problem for TAs. One of the TA's tasks is to teach students how to speak, not to perfect their own oratory prowess. The TA should not be the one doing most of the talking.
- REVERTING TO ENGLISH when the going gets rough. Many TAs give up after an initial attempt to get their point across in a foreign tongue. Meeting 20 or 30 blank stares is frequently misinterpreted as a signal to retreat to the safety of English. Rephrasing, trying another tack, or finding just ONE student who understands and asking that student to translate are better alternatives than giving up entirely. If you revert to English it implies that students can do the same. Automatically switching back to English gives students the implicit message that they don't need to put forth an extra effort to understand. This kind of learned helplessness could have unfortunate consequences should students actually visit the countries whose languages they are studying.
- GETTING STUCK IN A "QUESTION RUT" can easily happen. If the TA ONLY asks questions, then students only learn how to respond. A balanced format can be achieved by having students engage each other in conversational dyads and triads, asking and responding among themselves. Asking the same kinds of questions or using the same

types of drills over and over again is just plain BORING and ends up lulling students into a stupor. A judicious use of surprise, varied drills, and pacing can improve even the most uninteresting grammatical points.

- LOSING YOUR PATIENCE is a guaranteed way to block student participation and create an intimidating atmosphere in the classroom. Praise the efforts of slower students, and also encourage them to come for additional language lab practice or office visits.

While we're on the subject, the PRAISE ISSUE deserves mention here. Many TAs who have acquired fluency in a foreign language start to forget how difficult and even embarrassing their first spoken words sounded. Remember those moments when your tongue just couldn't form those new sounds? Especially for first year students, lots of encouragement-"Bueno"-"Très bien"-"Molto bene"-can help get students speaking. It is always desirable to acknowledge a good effort or a good try. TAs should not, however, be indiscriminate in their use of praise; if everyone is praised all the time, it ends up having the same impact as if no one were praised at all.

EVALUATING FOREIGN LANGUAGE SECTIONS

Assessing progress with your class should be a regular part of your teaching and not a twice-quarterly affair. Depending solely on structured midterms and finals for evaluation purposes gives only part of the story. You end up cheating yourself out of valuable input not only about the individual progress of students but also about your own strengths and weaknesses as an instructor.

Evaluation in language classes can be divided roughly on formative and summative lines (see section on "Testing and the TA"). Formative evaluations will tell you how students are progressing towards your stated goals; summative evaluations will tell you whether they got there or not.

FORMATIVE EVALUATIONS

These are primarily techniques for assessing "in process" student progress. If you can cultivate awareness of what types of formative feedback you receive from students, you will have a continual pipeline into gauging the effectiveness of your teaching. Some examples include:

- daily/weekly short, no-graded quizzes;
- open-ended questions to monitor student understanding and pronunciation;
- assignments and homework; and
- class discussion.

When you elicit formative feedback from students, remember that it is designed to TELL YOU something and should thus be non-punitive or only lightly weighted if it is to be graded. Students will NOT feel free to share with you if they think they will be graded every time they open their mouths or put pen to paper.

SUMMATIVE EVALUATIONS

These are the midterms and finals, the nuts and bolts of academic instruction, and are designed to tell you how close students came to achieving your stated instructional objectives. While such

exams are generally formally constructed, as your department dictates, even standard tests can leave room for creative approaches.

Remember, one of your objectives is to ensure that students can speak the language they are learning. Therefore, in the languages, it becomes especially important to set aside test time for questions which allow students to demonstrate both oral and aural proficiency!

TAs as Writing Teachers

Many TAs have expressed concern about the level of writing skills their students display in exams and papers. You may be surprised to hear that YOU can do something about your students' writing skills-even if you're not a TA in the English Department. You can do this without sacrificing class time to teach something else ("English"), and you may find that the overall quality of your class improves.

Most of the strategies provided below utilize an activity known variously as "free writing", "non-stops", or "free-flows". The basic technique is simply this: for a given period of time, students write without worrying about spelling words correctly, grammar, punctuation, etc. The working rule is: get it down, don't get it "right". In general, it's best to introduce free-writing with one- to three-minute time limits. After students have become accustomed to the procedure, the timespan can be increased to five minutes or longer.

SUGGESTED ACTIVITIES

- Ask students to write three words which they personally thought were of special importance to the day's assignment. Then, ask them to do some free-writing (e.g., for three minutes) based on any one of the words. Next have them spend ten minutes in groups of three, sharing what they've written and generating some questions to ask in class.
- (A slight modification of the above.) Ask students to write down three words which they personally thought were of importance to the day's assignment. Have them form groups of three to share for ten minutes the words they chose and why they chose them. Then have them do a three-minute "free-flow" based on their discussion. The papers can be used for further class discussions or could be handed in for you to read (but not to grade or "mark up").
- Have students do three to five minutes of free-writing prior to class discussion. The topic could be as general or as specific as you wish to make it. For example, in a math class a general topic might be: What do graphs do that formulas don't? A more specific topic might be: What prevents an asymptote from reaching an axis? The discussion could continue or expand on what they've written (e.g., "On the basis of what you've written, how would you answer the following question...?").
- Have students do five or ten minutes of free-writing on a given topic, then have them choose partners, exchange papers, and read each other's papers. To help them focus their responses, you could ask them first to fill out as many as possible of the following "seed

sentences" based on their reactions to what they've read. They can then share their responses.

(Provide a dittoed sheet with spaces for them to complete the sentences.)

- Your paper...
- The way you approached a topic...
- Something you might have mentioned is...
- One thing you brought up which I hadn't considered before was...
- I was surprised...
- You're good at...

- Provide three seed sentences based on the day's work (examples: "Electrolytic reactions can be..." or "The hardest thing for me to understand in today's assignment was..." or "Supply-demand curves sometimes..."). Ask each student to write an ending for one of the three seed sentences. Then form the class into groups based on the sentence and discuss the topic for ten minutes or so. Afterward the whole class can proceed to discuss, ask questions about, or be presented with new material on the topic.
- At the beginning of a lab, have students spend three to five minutes writing about any of the following topics: 1) What are they supposed to be investigating?, 2) What's the general procedure they'll be following?, 3) What mistakes should they be watching out for?, 4) What don't they understand about the experiment? or 5) What do they understand most about the experiment?
- After you've given your orientation to the lab and perhaps responded to questions generated in the course of their writing, you can read quickly through their papers as they're starting their work in order to spot potential problems.
- At the end of a class, have students do five minutes of free-writing based on the preceding class session. Possible topics: "Now, tell me all you can in five minutes about what we covered; quantity, not quality is important" or "Write for five minutes about the class we had today: what you learned or re-learned, what was boring, interesting, confusing, or surprising, what your mind drifted onto when you couldn't pay attention, what questions you still have-write about anything you want, but write about the class." Read through these papers to assess the class in general, your teaching, the students' understanding, etc.
- After the students have done some free writing and are in groups of three to six, have them read their OWN papers to the group before they discuss the topic.
- Ask the students to write five words that are somehow important to the day's work, then have them formulate a question based on each word. Ask them each to pick one of their questions to respond to in writing for five minutes, then:

- discuss what they've written with a partner, or
- ask YOU the question to see how you'd answer it.

Any of the activities described above can be used to promote and focus group discussions, to assess the state of students' understanding, to encourage (with regular use) the students' coming

to class prepared, or to help ensure that students have some grasp of the activities they're about to do (for example, in a lab). The only really difficult aspect of using these kinds of activities is in changing expectations about what's supposed to happen in a math, chemistry, geology, or political science class ("Hey, I thought this was a class, not an English class!"). The key is to offer them as "experiments" on a regular basis. Then see whether or not, as a class, their writing on exams is different from other classes, their discussions are more focused or informed, and whether or not you've enhanced, rather than interfered with, the efficiency of your instruction.

Besides the issue of whether or not you're conducting an "English 2" class, there are two other unusual classroom attitudes you're utilizing. These are that 1) ON OCCASION mistakes don't matter, and 2) the teacher doesn't need to monitor students' output. Fader (1976) has addressed both these issues. Having observed the use of free-writing in a variety of programs, he notes that "even the worst students take some pleasure in the idea of uncorrected writing when they have been conditioned to expect and value their freedom to practice" (p. 32).

Nothing else generated so much controversy-so much emphatic agreement and disagreement alike-among the faculties of the two original (project) schools as the practice of student papers written but unread. "If we won't read, they won't write" was the rallying cry of the dissidents, a cry repeated again and again by many other teachers in the ensuing ten years. In spite of their beliefs, based solely on surmise, both faculties eventually capitulated to the assault of their own observations students wrote; teachers didn't read all that students wrote; students kept on writing. No evidence to the contrary has been generated during the intervening decade. (Fader, 1976, p. 32.)

Most of you aren't English teachers. You certainly can't be expected to spend time addressing "writing problems". The particular benefits of the activities described above are that they provide students opportunities to write-practice sessions-which won't be judged and at the same time provide ways for you to attend to the substance of your course.

Resources on Teaching Writing

Elbow, P. Writing Without Teachers. New York: Oxford University Press, 1973.

Fader, D. N., with Duggins, J., Fenn, T., and McNeil, E. The New Hooked on Books. New York: Berkeley Medallion Corporation, 1976.

Fader, D. N., and McNeil, E. B. Hooked on Books: Program and Proof. New York: Berkeley Medallion Corporation, 1970.

Holt, J. "How Teachers Make Children Hate Reading". The Norton Reader, Eastman, A. M., et al. (Eds.). New York: W. W. Norton & Co., Inc., 1977, pp. 189-198.

Marcus, S. "Teaching Editing in Composition Classes: A Somewhat Confluent Approach". California English, 1978, October, Vol. 14, No. 5, pp. 4-5

Non-Native English Speaking TAs

If you are a non-native English speaking TA, you may find that your TA assignment creates some unique problems for you due to differences in both language and culture. This section provides you with some suggestions to help make an easier transition into the undergraduate classroom.

PLANNING YOUR SECTIONS

Planning for your sections, as mentioned earlier, is an important key to you success as a TA. In addition to specifying and sequencing your instructional objectives and selecting appropriate materials and strategies of accomplishing your section goals, you might want to consider the following suggestions in planning your sections:

- Develop written materials (i.e., handouts) which summarize or highlight what you intend to cover in a given section. The use of handouts can serve as an effective teaching supplement for any TA, but they may be especially useful for you if there is a chance that your students will have difficulty understanding your spoken word.
- Make a list of any new discipline-related words or concepts (e.g., supply function, demand curve, criterion-referenced test, null hypothesis, etc.) that you plan to introduce or discuss for the first time in your section. The suggestions for using these lists will be included in our discussion for implementing what you've planned.

IMPLEMENTING WHAT YOU'VE PLANNED

- You may discover that, on occasion, you have trouble understanding your students and they have trouble understanding you. The suggestions below may help with these problems:
- CREATE AN ATMOSPHERE IN YOUR CLASSROOM WHICH PROMOTES OPEN DIALOGUE between you and your students. If you're willing, acknowledge that your English isn't quite perfect (but you're working on it) and encourage students to ask you to clarify what you've said or to help you out if you're mispronouncing something.
- TEACH YOUR STUDENTS TO USE THE PHRASE, "I DO NOT UNDERSTAND..." The freedom for students to say this may help to further promote open discussions in your sections.
- WRITE NEW TERMS OR CONCEPTS ON THE BOARD as you introduce them (you should have them on the list you made when planning your section). This will serve to reinforce the new term in writing as you say it. Your students will quickly learn to associate what they see on the board with what you are saying.
- AVOID TALKING WITH YOUR BACK TO YOUR STUDENTS. You will increase the probability of being understood by facing your class while speaking to them. This provides students with an opportunity to see you form your words.
- TRY TO SPEAK SLOWLY AND CLEARLY so that students will have every opportunity to understand what you are saying.

- IF YOU DON'T UNDERSTAND A QUESTION THAT A STUDENT HAS ASKED, you can:

a. ask the student to repeat or rephrase the question;
b. ask another student to rephrase it;
c. redirect the question back to the class (e.g., "That's a good question...can someone answer it?");
d. attempt to rephrase the question yourself and answer it only after you are sure of what the student is asking.

EVALUATING WHAT YOU'VE DONE

You will want to find ways to assess the success of your students in mastering the material that is being presented. Throughout this manual there are suggestions about formally evaluating what you've done (quizzes, TA evaluations, etc.). What follows are some informal methods of evaluating your instruction and student learning:

- Provide students with ample opportunities to ask questions. Try asking "What are your questions?" to let your students know you expect and encourage them to have questions. This will help to identify where students are confused and to pinpoint areas which need further instruction or clarification.
- Periodically ask questions designed to assess whether students have understood what has been presented or discussed in section. If answers flow from your students, continue with the material. If your students seem unable to respond, spend some time diagnosing the problems with the material up to that point (e.g., "Where are you having trouble?) before you continue the lesson.

TRAINING AND RESOURCES FOR NON-NATIVE SPEAKING TA

ESL: TA Workshop

This course is offered through the Linguistics Department for graduate students who have been awarded teaching assistantships. Classwork will involve observation of successful TAs in an individual student's department, preparation of lessons to be delivered to the practicum class, discussion of the interaction between teaching assistants and their students, and discussion of and practice with various teaching styles.

4) Promoting Academic Integrity and Dealing with Cheating

Preventing Cheating

STRATEGIES TO PROMOTE ACADEMIC INTEGRITY (1)

As a faculty member, one of the easiest things you can do to prevent cheating is to simply tell your students at the beginning of each quarter that you will not tolerate academic dishonesty. Tell them in class and tell them on the syllabus. Tell them cheating hurts everyone and that they should not hesitate to inform you if they witness such an act. There are other ways to prevent cheating: some quite simple, others not. Select the ones that best suit your style. Students begin UCSB with a clear warning (given at new student orientation) that academic dishonesty is contrary to the spirit of higher education as well as a violation of Campus and University Regulations. It is their responsibility to behave honestly, but we continue to have an abundance of cases year after year. Instructors can promote honesty by making it difficult to cheat.

Familiarize your students with University Policy. See:
http://judicialaffairs.sa.ucsb.edu/pdf/academicintegflyer.pdf

Tips for Prevention

- Give specific topics for assignments.
- Keep copies of past papers.
- Send for a copy of Research Assistance, a $2 catalogue of term papers for sale (call 800-351-0222 to order or see a copy on file with the Dean of Students).
- If possible, familiarize yourself with each student's writing ability.
- Ask for the original copy of the paper; don't accept photocopies.
- Make it clear whether or not students are allowed to collaborate on take-home assignments.
- Read all papers on the same topic together.
- Make your requirements for footnotes, use a quotation marks, bibliography known to class.
- Beware - returning altered exams for re-grading and in-class copying can occur in any test situation.

Proctoring exams

- If space allows, assign alternate seats (sometimes empty adjacent rooms are available - call the Registrar's office for information (x3602).
- Assign permanent seating; taking roll periodically.
- Check picture IDs before exams (helpful if class is very large - and if you have TAs).
- Give different versions of the exam (simply changing the order of questions is helpful in lengthy objective exams).
- Make duplicates of random exams to compare with exams returned for re-grading and inform class you are doing this (recommended for Science, Engineering, and Math).
- Collect unmarked bluebooks & Redistribute randomly.
- Change exam questions periodically.

Detecting Cheating

Most students get caught because they've been careless in their cheating. Here are some things to look for.

POSSIBLE SIGNS OF PLAGIARISM

- An average student hands in a sophisticated and error free paper.
- Footnotes don't match the cited text.
- There isn't a single footnote or quotation mark.
- Paper topic isn't on something you assigned.
- Student hands in paper late or asks for an extension on the due date; is the reason valid?
- Certain passages sound familiar (e.g. they came directly from the text - don't laugh, it's happened).
- Type face on title page doesn't match type in body of paper (this has happened, too!)
- Student's paper is a photocopy but the title page is typed.

POSSIBLE SIGNS OF CHEATING

- "Ringers" can be detected by looking for unfamiliar faces at the exam.
- Student has no ID; doesn't know his/her social security number.
- Missing pages in a blue book may be a sign.
- Numerous erasures on an exam returned for re-grading (grade alterers often make a habit of this on their exams).
- Wandering eyes in an exam room; talking during exam.
- Papers and notes on floor near desk.
- Notes may be written under calculators.
- Identical incorrect answers appear repeatedly on two or more exams.
- Student leaves room during exam.

*used with permission. Navarro, J., Clark, D, and Halley, D. An Instructor's Guide to Academic Dishonesty at UCSB. Office of the Dean of Students. University of California, Santa Barbara 1989.

Reporting Cheating

Many instructors are hesitant to report incidents of cheating, either because they do not want to be bothered or think only the student who cheated is actually harmed. On the contrary, many individuals, as well as the institution, are harmed by dishonesty. This is an easy point to defend. More problematic is getting professors to report cheating. It is actually quite simple to report an incident. When reporting, the instructor has the choice of handling it him/herself or turning the case over to the Dean of Students for investigation and a formal hearing.

Often, instructors will give a student a failing grade for the assignment in which cheating occurred and report the student to the Dean of Students indicating that no further action be taken,

or that the student should be scheduled for a hearing. How far you decide to pursue the case is up to you.

Regarding grades and discipline: At the conclusion of a hearing, the Conduct Committee does not advise instructors on grades. Many instructors, however, will not assign a final grade until the Committee makes its recommendation. You should also be mindful that if you fail a student who you suspect has cheated and the Committee exonerates her/him, this student may ask to be given her/his rightful grade.

Be aware that once a case is reported to the Dean's office for a hearing by the Conduct Committee, the Committee may recommend a sanction more severe than intended by the instructor.

The Student-Faculty Committee on Student Conduct, which hears charges of academic dishonesty, is NOT intended to terrorize students. It is not strictly adversarial, rather it is an educational vehicle through which the University is able to promote the values of integrity and honesty. Cheating is not taken lightly, however, and it is not uncommon for a first-time offender to be suspended from the University for one quarter for committing one act of cheating or plagiarism.

If you decide to handle the matter yourself, please let the Dean of Students Office know the name of the student. The Dean of Students keeps the name for future reference; students are informed of this with the intent of discouraging them from further dishonest behavior. Report forms are available from the Dean of Students Office (x4467).

Details of the student conduct and discipline process are in chapter six of the Campus Regulations Applying to Students, also available from the Dean of Students Office (x4467).

Most students, once they are caught, will confess to the offense and take their punishment. Others are less inclined to be forthright.

HOW TO REPORT INCIDENTS OF CHEATING

1. Confront the student with your accusation, allow him/her to explain.
2. If the offense is particularly serious or the student insists on innocence (against the evidence and/or your strong suspicion) report the case to the Office of the Dean of Students.
3. 3. The Dean of Students will investigate and, if appropriate, set up a meeting with the Student-Faculty Committee on Student Conduct.
4. 4. A hearing usually takes 30-60 minutes; reporting instructor and/or TA who discovered the alleged deception is asked to attend.
5. 5. Graduate student TAs are asked to report any incidents to the instructor in charge of the class, who then files the complaint. TAs in charge of their own class (as in the foreign languages) make seek the advice of the department chair.

WHAT REPORTING DOES

1. Allows us to confront the student and, with luck, stop the behavior.
2. Allows us to record the student's name for future reference and to identify repeat offenders.
3. Makes the community aware of the problem in general (all cases are strictly confidential; student's privacy is protected). Public reports may be published with the names removed or changed.
4. Allows us to gauge the depth of the problem

* Reprinted with permission. Navarro, J., Clark, D, and Halley, D. An Instructor's Guide to Academic Dishonesty at UCSB. Office of the Dean of Students. University of California, Santa Barbara 1989.

FOR MORE INFORMATION CALL THE ASSISTANT DEAN OF STUDENTS AT 893-4467.

5) Campus Resources for Teaching and Learning

Instructional Support

Complete information on direct instructional support provided by Instructional Development for all of the General Assignment classrooms on campus is available from the Classrooms Services web pages at:

http://classroom.id.ucsb.edu/

Classroom Legal Issues

ACADEMIC FREEDOM (1)

"The function of the university is to seek and to transmit knowledge and to train students in the processes whereby truth is to be made know. To convert, or to make converts, is alien and hostile to this dispassionate duty. Where it becomes necessary, in performing this function of a university, to consider political, social, or sectarian movements, they are dissected and examined-not taught, and the conclusion left, with no tipping of the scales, to the logic of the facts."

"...the rights of individual members of the faculty and of individual departments are never absolute, but are always to be defined in terms of functions performed, and these in turn are defined in terms of the ends for the sake of which the functions are carried on. This general principal [sic] may be applied to certain specific matters:

1. No individual or department has any absolute right to give any course he [she] or the department may wish to give. Courses are integral parts of curricula and are, as such, means to certain ends...

2. It follows that it is not an infringement upon academic freedom for the Committee on Courses or for the Colleges to ask each instructor to disclose the content of the courses which he [she] is offering, i.e., to supply a syllabus or outline of the ground covered by the course..."

TEACHING ASSISTANTS AND SEXUAL HARASSMENT (2)

What is Sexual Harassment?
Sexual Harassment is a form of sex discrimination which is prohibited by Federal and State laws as well as the policies of this University. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature can constitute sexual harassment when:

1. A student feels pressured directly or indirectly by a TA to submit to sexual activity because he or she perceives that their grades or academic opportunities will be affected if they fail to comply; or

2. A student's grades or academic opportunities are directly affected by their submission or refusal to submit to sexual pleasure; or

3. A TA's conduct has the purpose or the effect of unreasonably interfering with a student's performance or creating an intimidating, hostile or offensive learning environment; or

4. A student whose grades or academic opportunities are a result of his or her submission to requests for sexual favors and other students who were qualified to receive similar grades or opportunities were denied them.

As a teaching assistant, your personal relationships with undergraduate students are going to be much different than when you were an undergraduate yourself. This may be your first experience as an authority figure-someone who has power to make decisions which affect others and someone who others grant power. Recognizing and learning how to use this power appropriately may be a vital lesson for you as a TA.

Given your position of authority as a teaching assistant, primary responsibility for maintaining appropriate professional behavior resides with you, regardless of student behavior. Sexual Harassment policies and procedures are not to be taken lightly. Violating the policy can result in significant consequences for you and your professional academic career.

Teaching Assistants may be misusing their power if they:

- make personal jokes or negative comments about students or about them as females or males (that's called gender harassment);

- pressure a student to spend time with you outside the academic setting, urging him or her to get romantically involved with you, or asking personal questions which make him or her uncomfortable;
- touch a student when and where he or she doesn't want to be touched (touching can include hugging or grabbing, casually brushing against him or her or requesting her or him to sit too close);
- ask a student directly for sexual favors in exchange for a better or passing grade, assignment or a favorable recommendation.

Does this mean that I can't even date a student?

What could be the harm in dating a student who is equally interested in you? Even a voluntary and welcome relationship with a student in your class may constitute sexual harassment. A romantic relationship with a student over whom you have direct grading authority may have negative consequences that you can't foresee. If a student changes her or his mind but feels pressured to continue the relationship this may result in a sexual harassment claim. And, other students may file a claim if they believe they are put at a disadvantage when they hear that a fellow student is dating their teaching assistant.

What if a student or colleague comes to me for help with a sexual harassment problem?
If you are approached by a student who is experiencing something that may be sexual harassment, please refer her or him to a designated campus contact person (resource people for information and assistance) or the Sexual Harassment Complaint Resolution Officer (SHO). For more information, http://apps.sa.ucsb.edu/tasexualharassment/

How can I eliminate sexual discrimination and harassment in my classroom?*

*Adapted from "Avoiding sexual Discrimination in the classroom," UCLA Women's Resource Center.

As the authority figure in the classroom, what you say and how you say it conveys not only factual information but also attitudes and emotions. Comments that implicitly or explicitly devalue a student simply on the basis of his or her gender can diminish a student's confidence or enthusiasm and could create long-lasting impediments to academic, professional and personal growth. As a teacher, you know that even small, repeated acts can be significant because they could be part of a pervasive and cumulative pattern of social inequality.

A number of specific techniques are available for helping to eliminate sexual discrimination and harassment in the classroom:

- When making general statements involving gender, be sure they are accurate and based on reliable information. Universal generalizations about any social group, such as "Women don't think geographically" are likely, at best, to represent uncritical oversimplifications of selected norms.

- Avoid "humor" or gratuitous remarks that demean or belittle a student's gender, just as you would to avoid remarks that demean or belittle people because of their race, religion, or physical characteristics. Respect the dignity of all students.
- Avoid as much as possible using the generic "he" or "man" to represent both men and women. Although the effort to do this may involve some initial discomfort, it may also result in more precise communication and understanding.

Try to monitor your behavior or get someone else to monitor you behavior toward men and women in the classroom. For example:

- Do you call directly on men but not women?
- Do you interrupt women students or allow them to be disproportionately interrupted by their peers?
- Do you wait longer for men than for women to answer a question before going on to another student?

Much discriminatory behavior is not deliberate. Most teaching assistants wish to treat all students justly and fairly. You can effect change by carefully examining your own feelings and preconceptions about the roles of women and men in society and then by becoming alert to overt and subtle differences in your interactions with men and women in the classroom.

Why is this issue so important?

The University of California is firmly committed to creating and maintaining a learning environment which is free from all forms of harassment and intimidation. Students come here to learn, not to be coerced and mistreated. As an employee of the university, you must insure that every student has equal access to a quality education.

Some departments have explicit policies which prohibit dating between teaching assistants and their students. If you are considering dating a student in your class approach your graduate advisor, program assistant or departmental chair for advice.

Sexual harassment violates Title IX of the Education Amendments, Title VII of the 1964 Federal Civil Rights Act, California State Law, and University of California Policies and Procedures.

For further information on sexual harassment including media material and workshop presentations, contact the Sexual Harassment Prevention Education Program, UCSB's Women's Center, Bldg 434, 893-3778. http://www.sa.ucsb.edu/women'scenter/

POSTING GRADES, RETURNING PAPERS, AND RECORD CONFIDENTIALITY (3)

According to state and federal law and UCSB policy on privacy and confidentiality of student records, instructors cannot post grades by name, or leave exams or term papers out for pick up by students. Moreover, faculty and TAs are responsible for protecting the confidentiality of student grades and records. While you may regard the confidentiality issue as an added annoyance to the many problems of teaching, many students are really quite uncomfortable about public posting of

grades and leaving exams and papers lying around. Also there is an increasing problem with theft of exams and papers left out.

To comply with legal and policy requirements, graded materials should only by returned by the following means.

1. Hand out the papers directly to students during class or office hours. If you can't recognize the students, you should check photo IDs.
2. You can arrange for someone in the department to hand out the graded materials to students who come to the office to collect them (in this case, it would be advisable for the department office staff to check the photo ID of every student). You are free to limit or restrict the hours of collection.

Note: So far as posting grades is concerned, you CANNOT get around the privacy issue by using student numbers or initials. These are considered 'personally identifiable" in Federal Privacy laws.

CONFIDENTIALITY IN HEALTH RELATED ISSUES

According to the California Health and Safety Codes, faculty and TAs may not release the name of a student or otherwise disclose the name of a student with HIV or AIDS without the written and specific permission of the student. Even if a student directly discloses his/her HIV or AIDS status to an instructor, that instructor is bound by law to keep the information completely confidential. Disclosing the information can carry a civil penalty of $1,000 - $5,000 along with possible imprisonment if bodily or psychological harm comes to the student as a result of the disclosure. For further information about the California Health and Safety Codes, call the Student Health Services, AIDS / STD information (893-3434).
http://www.sa.ucsb.edu/studenthealth/ServicesAvailable/index.htm

AIDS is defined as a disability. Faculty must make reasonable accommodations for students with AIDS and HIV. It is unlawful to discriminate (explicitly or implicitly) against those with AIDS or HIV. Jokes about people with HIV and accompanying homophobic jokes may be considered examples of implicit AIDS / HIV discrimination.

FAIR USE POLICIES FOR PHOTOCOPYING (4)

The heart of UC's Guidelines for Reproduction of Copyrighted Materials is its section on determining "fair use" in the copying of copyrighted works. For "multiple copies for classroom use," the document specifies that UC copying must meet a "brevity" test and a "cumulative effect" test. Further, each copy must include a notice of copyright.

"Brevity" is defined as:

1.Poetry: A complete poem if less than 250 words or, from a longer poem, an excerpt of not more than 250 words.
2.Prose: Either a complete article, a story or essay of less than 2,500 words or an excerpt of not

more than 2,500 words from any prose work.
3.Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue.

"Cumulative effect" specifies that:

1.The copying of the material is for only one course per class term of the instructor for whom the copies are made.
2.Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same author, nor more than three from the same collective work or periodical volume during one class term.
3.There shall not be more than nine instances of such multiple copying for one course during one class term. The guidelines stipulate, however, that brevity limitations (1) and (2) do not apply to "current news periodicals and newspapers and current news sections of other periodicals."

The guidelines note that fair use "may permit reproduction of copyrighted works in excess of the word limit restriction specified in the UC Guidelines." Since this is an area "of unclear legal definition," the guidelines say that employees in such instances should "use caution and discretion in such copying and ...seek advice from the General Counsel's Office for a legal opinion, or request prior written permission directly from the copyright owner..."

The guidelines are silent on the issue of repeated copying-ordering the same copying in successive academic terms, for example. This presumably is one of the "Situations Not Specifically Covered by UC Guidelines" and as such would also be a matter to be referred to General Counsel.

FAIR USE POLICIES FOR OFF AIR VIDEOTAPING (5)

Copyright laws and University copyright policies are being enforced with greater frequency and ferocity. Although it is legal to record programs from broadcast television for in-class use, there are accompanying rules.

TIME LIMITATIONS: Recorded programs may be used only during the first ten consecutive school days that fall within the first 45 calendar days after the date of the recording. Upon written permission before the 45 days have elapsed, the University may extend this time frame but only upon written request to the campus off-air policy implementation officer. Call Business Services (x4440) for further information. http://www.busserv.ucsb.edu

PARTIAL PROGRAMS: All programs or partial programs used under the fair use guidelines must include their copyright notice. Programs or parts of programs may not be combined to create a compilation, or segmented in a way that alters the original content or changes the essence or meaning of the original program.

RE-RECORDING: Recorded, copyrighted material may not be recorded on to another medium (e.g., laser disk, slide, computer).

OFFICIAL CLASSES ONLY: Recorded programs may only be used for official University classes listed in the Schedule of Classes and may only be shown in class. Showing the material as a one-time showing to the community or others on campus would not be considered a class.

NUMBER OF SHOWINGS: The material can only be shown twice: once during normal teaching activities and once for instructional reinforcement.

NEWS PROGRAMS: Daily network news broadcasts may be copied and used freely.

PAY CHANNELS: Cable programs that are not broadcast free of charge cannot be copied.

VIDEO RENTALS: Videos can be rented from video rental stores and shown in class, but the viewing must take place in the normally used classroom, must be shown only as part of a class listed in the Schedule of Classes, and must be exclusively shown by the instructor and the student in the course of face-to-face teaching activities. Of course, it is illegal to make copies of commercially produced videos.

Student Services

STUDENTS WITH DISABILITIES

Each quarter temporarily and permanently disabled students attend classes at the University of California, Santa Barbara. They are attracted by the University's academic reputation, moderate weather conditions, and excellent physical accessibility. The lay of the land is flat and free from environmental barriers, making most physical structures accessible. In addition, the UCSB campus provides excellent barrier free, modified, residential facilities to those students seeking to live on campus.

Students with disabilities attending UCSB can be assured of receiving the same core support services offered throughout the University of California's System-wide chain of campuses. The Disabled Students Program (DSP) is the central location for coordinating services geared toward assisting students with both temporary and permanent disabilities. The DSP office also serves as the campus liaison regarding issues and regulations related to students with disabilities.

Participation in providing students with disabilities appropriate academic support becomes a shared responsibility between DSP students and members of the academic staff. Often special considerations, accommodations, and/or arrangements need to be made in order to ensure that students with disabilities have an equal opportunity to participate in classroom discussions and activities. Here are some special situations that warrant attention.

- Special arrangements may be needed for students with physical impairments in taking tests, writing papers, or completing lab work. If students with learning disabilities request extended test time, they will present you with verification from the DSP office.
- Students with learning disabilities require academic accommodations (e.g., additional test time, alternative testing methods, note takers, readers). If students with a learning

disability (LD) request any of the above, they must present the instructor with a letter from our LD specialist verifying their disability.

- Sometimes students may need to use a sign language interpreter, tape recorder or have someone take notes for them; DSP will arrange for an interpreter, tape recorder and/or note taker. Please permit these students to utilize these auxiliary aids in the classroom.
- The classroom may be partially inaccessible to some students in wheelchairs. This is particularly true of rooms with tiered seating. The DSP may be able to help in these types of situations.
- Because some students with visual impairments or learning disabilities have difficulty associated with written materials, it is helpful when instructors have a reading list available before classes begin so students with disabilities can get their books on tape.
- Finally, it should be emphasized that in ALL cases, it is the students' responsibility to communicate their special needs to their instructors.

Services provided by DSP include the following.

1.SUPPLEMENT ORIENTATION to familiarize students with campus accessibility.
2.NOTE-TAKERS for classes not covered by A.S. Note-Taking Services for those students who have difficulty taking class notes.
3.READERS for students with visual impairments or learning disabilities.
4.TEST-TAKING PROCTORS for students who may have difficulty with traditional test taking. Upon instructor's request, arrangements can be made through the DSP office.
5.ADAPTIVE EQUIPMENT LOANS. Tape Recorders, Talking Calculators, Visual-Teks, Telecommunication Devices for the Deaf (TDD), a Kurzweil Reading Machine, and a Micro-computer Speech Synthesizer.
6.MOBILITY SUPPORT for on-campus transporting. DSP has lift equipped vans to transport students with temporary and permanent disabilities to and from their classes.

In addition to the above, DSP staff persons are knowledgeable regarding other campus and community resources, particularly those agencies that best serve the needs of persons with disabilities. Interested persons can receive further information regarding services for students with disabilities by contacting the Disabled Students Program (DSP) Student Affairs Administration Building, Room 1201 (x 2668). http://www.sa.ucsb.edu/dsp/

ETIQUETTE FOR CONVERSING WITH DISABLED STUDENTS (6)

The language we use tells others how we perceive them. Our choice of words can hurt and exclude people or it can show them understanding. People with disabilities expect that language used about and with them will be respectful. The Americans with Disabilities Act suggests using the word "disabled." However, it is common courtesy to ask what terminology any individual prefers, and to remember that terminology changes over time. Following is some advice you may find helpful:

- Relax. Your sincerity and interest in a person are the important criteria.
- Put people first, rather than their disability by saying "people who are blind" rather than focusing on the disability by saying "the blind." Avoid emotional terms such as "victim

of," "invalid," or "unfortunate." However, don't be embarrassed if you use expressions that may seem to relate to a person's disability such as "I see what you mean." These are accepted everyday terms; by excluding or making an issue of them everyone becomes self-conscious.
- Understand that all of us perform tasks in various amounts of time. Don't assume anything about a disability or automatically lower your expectations of anyone. Don't help a person with a disability complete a task unless they ask you. Be considerate if it takes extra time for a person with a disability to get things done or said.

As you get to know people and begin building a trusting relationship, ask questions. But if you find yourself being either patronizing or reverential, you may want to look at your stereotypes. Common misconceptions we inadvertently communicate are: "you're invisible," "you're helpless," "you're incredible," "you're trying (or not trying) hard enough."

Talking to employees about the etiquette of dealing with people with disabilities is as important as other issues such as respect of different races, lifestyle choices and beliefs. If you would like a facilitator to speak to your department about ADA issues, call one of the people on the ADA Advisory Group.

In Person Conversations

The following are general suggestions for dealing with people with disabilities. This isn't assumed to be an exhaustive list, but rather a way for you to become more comfortable in the courtesies you extend. When talking with people with disabilities, observe who they are and do not refer to them as their disability.
Guidelines In Conversing With People Who Have Mobility Impairments:

- Consider the distance, weather conditions and surfaces along paths of travel when giving directions.
- A wheelchair is part of a person's personal space, and shouldn't be leaned on.
- When talking with a person in a wheelchair for more than a few minutes, place yourself at the user's eye level.
- Allow a person using a wheelchair or crutches to keep them in reach. Remember many wheelchair users can transfer to chairs, into automobiles or other seating arrangements.
- Ask a wheelchair user if they want to be pushed before doing so.

Guidelines In Conversing With People Who Have Visual Impairments:

- When assisting a visually impaired person, do not push them ahead of you or wait to follow them through a door or opening. Let them follow you; otherwise they are proceeding into the unknown.
- When greeting someone with a visual impairment, identify yourself and others who are with you. When you are leaving, let the person with a visual impairment know. Being blind doesn't affect a person's hearing, so use a normal tone of voice.

- In a group conversation, use the person's name you are addressing so they know you are speaking to them.
- Ask to help a visually impaired person but do not grasp their arm. They will grasp your offered arm if they need help.
- Ask before giving help. When offering to assist someone with a visual impairment, allow the person to take your arm. It is helpful to let the person know of steps, change in levels and other barriers.
- To guide a person with visual impairment to a chair, place their hand on the back or arm of the chair.
- Service dogs shouldn't be petted when they are working unless you are told by the owner that the dog is at rest or play. When walking choose the side of a person away from the dog.
- If you believe a visually impaired person needs help navigating (e.g., stairs), first ask if you can be of any assistance. If the individual does ask for assistance, guide their hand to the railing of the staircase.
- Lead a person with visual impairment to the side of an area or room so they can have a landmark from which to guide themselves.
- To hand a visually impaired person an object, don't thrust it out-explain what you are doing, take their offered hand and place the object in it.

Guidelines In Conversing With People Who Have Hearing Impairments:

- Before addressing a person with a hearing impairment, you can gently wave your hand in their line of vision or lightly tap a shoulder.
- When establishing whether a person with a hearing impairment can read your lips, look directly at the person and speak clearly, keeping your hands away from your mouth. Don't over-exaggerate your speech and never yell; this makes lip reading more difficult. It isn't necessary to slow down your speech unless you're asked to do so.
- Allow a clear view of your face by placing yourself near a light source and keeping food and gum from your mouth when speaking.
- If a person doesn't understand you, rephrase the statement in other words that may be easier to understand when lip reading. Use gestures and body movements to help clarify.
- If there continues to be difficulty, try a paper and pencil communication or arrange for a sign language interpreter for future communications.
- If an interpreter is present, speak directly to the person you are addressing, rather than the interpreter.

Guidelines In Conversing With People Who Have Communication or Speech Impairments:

- Give your attention to the person who is speaking, even if an interpreter is present.
- Be patient; don't speak for the person. Let the person finish their own sentences
- Be supportive and encouraging by maintaining eye contact and refraining from looking at your watch or tapping your foot.
- Ask questions that require short answers.

- If you aren't sure you understood, repeat what you did understand and wait for the confirmation and further explanation. Pretending to understand when you don't isn't helpful.

CAMPUS LEARNING ASSISTANCE SERVICES (CLAS)

Campus Learning Assistance Services (CLAS) helps students increase their mastery of course material through course-specific tutoring and academic skills development. Services complement University instruction, yielding greater insight and improved class performance. For further information on the following program services, call x4248 or x3269. http://www.clas.ucsb.edu/

Academic Skills Workshops: Students can sign-up for workshops on writing, studying and test-taking skills which are free to all registered UCSB students. In these workshops students are exposed to strategies for improving their academic performance and understanding. The quarterly workshop schedule includes a wide range of topics and meeting times to fit most students' schedules. Workshop topics include:

Memory and Concentration - Reading Strategies - Time Management - Note-Taking - Avoiding Procrastination

Writing Research Papers - Essay Exam Preparation - Objective Exam Preparation - Writing Statements of Purpose

Course-Specific Workshops: Course-specific academic skills workshops are planned in cooperation with faculty and teaching assistants to help students develop the skills they need to master the requirements of specific courses. These workshops are offered for many lower division courses each quarter and are announced in lectures.

Writing, ESL and Foreign Language Tutorials: These tutorials offer a range of assistance to both undergraduate and graduate students. The following services are offered:

- Students enrolled in the Program of Intensive English receive individual or group tutorials for English 1, 2 and 3.
- Students enrolled in any composition class may use the Drop-In Lab where writing response and assistance is given on a first-come, first-served basis.
- Students for whom English is their second language may use the ESL Drop-in Lab where tutors will review their essays and help spot problems with grammar, idioms, syntax and organization.
- ESL students can also work in the interactive ESL Computer Lab to build their pronunciation and vocabulary skills.
- Students seeking assistance with any writing assignments or projects can schedule appointments at the Writing Lab to work directly with writing counselors.
- Foreign Language Drop-in Lab and Tutorials are available to students enrolled in first year language classed. Interested students should stop by CLAS-477 for the current quarter's offerings.

Social Science Tutorials: The Social Science Program offers group tutorials in selected lower division courses in the social sciences. Different groups are established each quarter so interested students should visit CLAS-477 for the current schedule.

Math, Science, and Engineering Tutorials: This program provides academic assistance to students in small group tutorials across a broad spectrum of courses and disciplines in mathematics, chemistry, biology, physics, and engineering. Students who enroll in tutorial and instructional groups are expected to attend consistently. Free individual tutoring is available for some student populations (i.e., EOP students, athletes, and disabled students).

Math/Science Drop-In: A special Drop-In service is available to all students during the day and Monday through Thursday until 10:00 p.m. Students may receive immediate assistance from a drop-in tutor on a first-come, first-served basis.
RE-ENTRY STUDENT SERVICES

EOP Transfer/Continuing Student Program The Educational Opportunity Program has professional and peer counselors who are committed to easing the transition to UCSB for EOP participants who are transfer, re-entry, non-traditional students. An EOP Transfer/Re-Entry Coordinator, and student coordinators are available for advice, referrals, and information about services available on campus and in the community. For more information or to make an appointment stop by SRB room 2231 or call 893-4798.

Support Groups Support groups for re-entry students, transfer students and parents are facilitated by staff members in EOP, but are open to all interested students. Call 893-4292 for more information about these groups. The Women's Center and Counseling and Career Services jointly sponsor a support group for re-entry students. Discussion centers on the challenges of balancing personal, professional and academic roles while returning to school. Although the group is ongoing, students are free to drop in at any time. Call 893-3778 or 893-4411 for more information.

Child Care Services These include the Isla Vista Children's Center, UCSB After School Program, University Children's Center, and Children's Resource and Referral Program.

COUNSELING AND CAREER SERVICES

Counseling and Career Services brings together both personal and career resources to help students with a variety of personal and career issues.

Personal Counseling: Many students realize that stress is interfering with their personal and academic goals and seek counseling services on their own. However, faculty and teaching assistants are often the first to recognize that a student may not be functioning well academically and/or emotionally. Students may turn to you because of your position and the respect they hold for you as a faculty/TA. Many faculty/TAs handle these difficult situations themselves. While the number of such contacts may be small, their significance is not. The student's behavior, especially if it is inconsistent with your experience of him/her, could well constitute an inarticulate attempt to draw attention to his/her plight: "a cry for help."

Referring Students: If you feel that professional counseling might be beneficial, refer the student to counseling and Career Services. Be direct in letting the student know that you believe a counselor would be of help in this situation. Inform the student that the service is both confidential and free of charge. A mutual decision is best. Don't force the issue if the student takes a defensive posture-simply restate your concerns and recommendations.

If the student is receptive, you can suggest that s/he call for an appointment at 893-4411. You may even offer to contact a counselor and provide background information. If the situation seems urgent, you can call Counseling & Career Services and request to speak with the on-call counselor. Suggestions will be made for approaches you can take with a student. When needed, the counselor can assist with the referral process.

Counseling and Career Services is committed to helping students increase their skills and resources in meeting their academic and interpersonal challenges and in becoming responsible and productive adults. The professional staff consists of psychologists and advanced graduate students from Ph.D. level counseling and clinical psychology programs. Services include individual, group, and couples counseling as well as numerous workshops on stress management, assertion skills, and so forth. Staff also offer training and consulting services to student organizations, academic departments and other university agencies that have a high degree of contact with students.

Sexual Violence Referral: Sexual violence harms many women and some men on UCSB's campus. A student may confide in you about a recent or long past experience s/he had with sexual violence. (This may be because you teach a course concerning social issues or simply because an experience of sexual assault has prevented your student from taking the exam in your course.) You should know to whom to refer your student. The following list provides resources on campus and in the Santa Barbara area as well as suggested readings for you and your students. Please photocopy the list below and keep some copies in your office so that you are prepared to help students in need.

Career Counseling: Some students will come to faculty or TAs for career direction. For more specific assistance with career availability, career planning, and resume writing you may want to refer students to the Counseling and Career Services' Career Planning Service (x4411). The service provides individual and group counseling and advising for self-assessment, values clarification, decision making, career planning, interview skills, applying to law school and graduate school, and creative job search strategies. An in-class presentation on a career topic related to a course assignment can be arranged upon request by faculty or TAs, staff time permitting (x4411).

6) A Referral Guide for Helping Distressed Students

A Referral Guide for Helping Distressed Students

All relevant information can be found at the following link:

http://www.sa.ucsb.edu/responding-to-distressed-students/welcome

7) Certificate in University and College Teaching

Certificate in University and College Teaching

All relevant information can be found at the following link:

http://www.graddiv.ucsb.edu/academic/interdisciplinary-emphases-certificate-programs/ccut