Teaching Assistant Handbook

Global and International Studies Program
University of California, Santa Barbara

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Introduction

Congratulations on your Global Studies teaching assistantship. As teaching assistants we play vital roles in undergraduate education within the University of California. Especially in large courses, we have the most direct interaction with the students and are intimately involved in helping students to develop their abilities, to reach their full potential and to advance their skills in thought, writing, and speaking. Yet, being effective in this role requires training, practice, and support from other teachers. It is our hope that this teaching assistant manual will help you to become a more effective and confident educator while introducing you to resources available to you both as an educator and university employee.

This manual was created to provide essential information and resources in a number of areas so as to facilitate your teaching assistant experience in Global Studies. The first section describes the history, organization and vision of the Global and International Studies program and the Global Studies major. The second section provides valuable information about your rights and responsibilities as a teaching assistant employed by the Global and International Studies program and the University of California under the bargaining agreement with the UAW Local 2865. Additional sections related to teaching pedagogy, tips and strategies, grading, and teaching resources follow the global TA information as well as web links to other resources.

Global and International Studies Mission Statement

Global & International Studies program (G&IS) is an administrative academic unit in the College of Letters & Science established to actively encourage an interdisciplinary global perspective at UCSB. Our mission is to provide administrative and student services support for undergraduate and graduate-level academic programs, research projects, and community outreach events on issues of area, regional, international and global importance.

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**G&IS: How the Undergraduate Program is Organized**

The [Global Studies major](#) is one of several majors and minors administered by Global and International Studies (G&IS). The G&IS organizational plan, approved by the University in 1996, provides a central office as the administrative umbrella over a number of "small-p" programs, each of which has its own faculty advisory committee and chair. G&IS and its affiliate programs report directly to the College of Letters and Science.

Four faculty committees in G&IS have academic majors or minors, and are designated as programs: Global Studies, which has a major; Global Peace and Security, which has a minor; Near East Studies, a major; and Women, Culture and Development, a minor. The chairs of these programs sit on the Executive Committee of the Global and International Studies Program along with the chairs of several other international units on campus—including East Asian Languages and Cultural Studies, Latin American and Iberian Studies, and a representative from the Political Science Program's International Relations Program.

The Executive Committee also includes chairs of planning committees for programs in South Asian Studies, European Studies, and the [MA program](#) in Global and International Studies. It includes representations from the Education Abroad Program and the Center for Global Studies—a research center located in the Institute for Social, Behavioral, and Economic Research (ISBER). G&IS also supports working groups in international environmental studies and the study of indigenous peoples. Over 80 faculty members from various programs and colleges of the University sit on advisory and planning committees related to G&IS programs.

**The Global Studies Major**

The global studies’ major was established as an interdisciplinary undergraduate major in the College of Letters and Science at UCSB in 1998. The major is distinctive in its emphasis on the transnational processes and interactions that bring the world together across traditional national boundaries, and was one of the first in the nation to offer a program of international studies with contemporary historical globalizing trends as a central organizing theme. By the year 2000, over twenty such programs had been established in universities around the world.

In UCSB’s global studies major, students are encouraged to become global thinkers. They learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect all societies: the transnational interactions of peoples, cultures, economies, and polities; the globalizing processes of the communications media; technological and environmental changes; the search for world order, law and human rights; and the sometimes violent political, ethnic and religious responses to what is perceived as cultural and economic homogenization on a global scale.

The UCSB major allows students to focus on global studies with either of two emphases. Courses in the **Cultural and Ideological Emphasis** relate to contemporary interactions of cultural traditions and ideologies around the world. The **Socioeconomic and Political Emphasis** concentrates on the emergence of global socio-economic systems and issues relating to world order. Students must also choose one region of the world as their geographic area focus. By 2009, over 800 students were enrolled in the major.
Ten global studies courses fulfill the core requirements for the major (including 2 required lower-division and 8 required upper-division courses). The rest of the courses are drawn from 22 programs in the College of Letters and Science. Students are encouraged to take advantage of study abroad opportunities to satisfy some of the requirements for the major and, when possible, they can double-major in a traditional discipline, thus providing a broad and balanced liberal arts training for careers in an increasingly globalized world.

The goal of the major is to prepare students for further graduate study in international studies, business, journalism, public service and world affairs, and to give them a solid Liberal Arts background for positions that involve decision-making in a changing world. This program is the culmination of years of planning. It builds upon the research and literature related to the emerging academic field of global studies for which the new program at UCSB provides both innovation and leadership.

Global Studies Minors

Global Peace and Security The Minor in Global Peace and Security Studies gives students the opportunity to complement their major with an interdisciplinary minor relating to contemporary international affairs and policy issues.

Women, Culture & Development (WCD) The WCD minor has wide geographic coverage of countries in Africa, Asia, Latin America and the Middle East, focuses analysis on how gender affects, and is affected by development, and, forces discussion of the ways in which the lived experiences (cultures) of peoples in the Third World affect the origins and outcomes of development.

Middle East Studies Major (MES)
The Global and International Studies Program also administers the Middle East Studies (MES) Program. The purpose of MES is two fold: 1) to grant a BA in MES; and 2) to help graduate students in the various disciplines to obtain appropriate language and area-studies training as part of their degree programs, and to provide needed graduate financial assistance. In addition, MES provides funding and helps to coordinate lectures, colloquia, and visiting scholars.

Why Global Studies?
This program is similar to international studies programs on other campuses in that it is concerned with contemporary world affairs, but global studies covers other fields as well. It includes area-centered studies that focus on individual nations and the studies of the transnational processes and trends that affect the whole world. While the former is necessary to understand the context and effects of world changes, the latter focuses on the changes themselves.

Many educators regard "global studies" in higher education as a wave of the future. For example, the presidents of the American Council of Learned Societies and the Social Science Research Council recommended jointly that colleges in the United States focus on "globalization," a term regarded as giving "powerful support for re-conceptualizing the meaning of place in the modern world.” The Commission on International Education of the American Council of Education called on higher education to help retool faculty and students alike to become “global thinkers.”
In the UCSB’s global studies major, students are encouraged to become global thinkers. They learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect all societies: the transnational interactions of peoples, cultures, economies, and polities; the globalizing processes of the communications media; technological and environmental changes; the search for world order, law and human rights; and the sometimes violent political, ethnic and religious responses to what is perceived as cultural and economic homogenization on a global scale.

The Master's Degree in Global & International Studies - background
In 2004, Global & International Studies proposed a two-year program leading to the Master of Arts in Global and International Studies (MAGIS) degree. This academic degree admitted its first cohort of students in the fall of 2006. MAGIS helps prepare future decision-makers for global and international studies professions. It encourages these students to have broad analytic abilities and intercultural sensitivities, and provides a base for those students who choose to pursue further graduate work in global and international studies.

At the program’s five year mark in fall 2010, the program underwent curriculum changes with areas of specialization added, which directs students to appropriate faculty and suitable electives. The change includes an introductory course History and Theory of Globalization (GLOBL 220) and in the three areas of specialization: Political Economy, Sustainable Development and the Environment (GLOBL 221), Global Culture, Ideology, and Religion (GLOBL 222), and Global Governance, Human Rights and Civil Society (GLOBL 223).

The MAGIS degree is based on the premise that a new kind of preparation is required for a new kind of international career: one that deals with global networks, processes, and problems. While not neglecting issues that are nation-state based, the MAGIS degree emphasizes processes that are global in character: it is rooted in the increasingly transnational paradigm of the 21st century. In addition to assisting students in preparing for careers in international government or multinational corporations, the MAGIS degree - unlike most other master's programs in international affairs - also emphasizes career service in the growing “third sector” of non-profit non-governmental organizations (NGOs), ranging from human rights and environmental protection to grass roots economic development efforts.

The MAGIS degree will is administratively located in the existing Global & International Studies Program (G&IS) and supported by funds from a generous gift from Kinko’s founder Paul Orfalea, and the Orfalea Family Foundation. It builds on the existing Global Studies undergraduate major and the PhD emphasis in global studies, and on strengths in global, international, and area studies in programs throughout the university.

The Teaching Assistant Position: University Guidelines
From the Graduate Division Academic Handbook:
To be eligible for any academic appointment, graduate students must be:
- Currently registered graduate students, enrolled in at least 8 units (12 units is the normal and recommended graduate student unit load)
- In good academic standing – as defined by:
  - 3.0 Grade Point Average
Graduate students holding these academic appointments should be under the direction of a UCSB faculty member. Graduate students in teaching appointments may not supervise or evaluate other graduate students. Given their non-degree status, EAP reciprocity or other non-degree students are not eligible for a student academic appointment.

Teaching Assistant titles fall under an agreement 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) and to the AFL-CIO pursuant to the provisions of the Higher Education Employer-Employee Relations Act (HEERA).

Domestic and International students may work up to 100% time (40 hours/week) without exceptions during academic breaks between quarters and summer session.

**Teaching Assistant (TA) Appointment Title** (Title Code 2310)
TA employees are chosen for excellent scholarship abilities and promise as instructors, and serve an apprenticeship under the active tutelage and supervision of a regular faculty member. The program chair, acting upon nominations made by program members, is authorized to appoint TAs. However, the Dean of the Graduate Division approves all exceptions to appointment criteria (request is submitted by the GPA). Exceptions include working more the 50%, working more than 15 quarters, working in several depts. etc.

New international students whose first quarter of registration will be fall may not be TAs prior to fall unless they register in a summer term due to student visa requirements.

The selection, supervision, and training of all TAs are important responsibilities of the teaching program, and in particular the program chair. All candidates for appointment and reappointment are subjected to careful review and recommendation, and rehire is not guaranteed.

**TA Responsibilities:** The TA is responsible for the conduct of recitation or quiz sections under the active direction and supervision of a regular member of the faculty to whom final responsibility for the course, including the performance of TAs, has been assigned.

The TA is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, for addressing academic dishonesty, or for determining the term grade for students. These areas remain the course instructor’s concerns and the TA should refer such areas back to the instructor, or to the program chair if necessary. Neither is a TA to be assigned responsibility for instructing the entire enrollment of a course nor for providing the entire instruction of a group of students enrolled in a course.
A TA whose appointment is 25% time or more (50% time is the norm) qualify for a partial fee remission of education and registration fees, and graduate student health insurance (GSHIP). Campus fees and non-resident tuition are not covered, The TA contract will show your TA position percentage---most TAs are 50% time positions.

**Teaching Assistant Assignment Procedures – getting additional TAships**

Teaching Assistantships are assigned by the GPA in conjunction with the faculty. Assignments are also made by recommendations of the course instructor. TA-ships are allocated pending course enrollments, type of class, and available funding. Most global TAs are usually 50% (20 hours/week) and cover most in-state fees, graduate health insurance, and provide wages.

*International Students must pass the English Proficiency Language Exam, offered September.*

The procedure in making additional appointments beyond the initial TAship is outlined below:

1. Students may apply for a Teaching Assistantship by emailing the GPA.
2. To be eligible for a Teaching Assistantship, students must meet basic criteria set forth in the University’s Academic Personnel Manual (APM410) and in the Red Binder. These include:
   - Registered graduate student in full-time residence, enrolled in 8 units (12 units preferred).
   - In good academic standing, including maintenance of minimum 3.0 GPA
   - Making appropriate progress to degree
   - Evidence of academic excellence and promise as a teacher as evidenced by TA evaluations.
3. Complete the online [Sexual Harassment training](#). Because teaching assistants are mandated reporters of sexual harassment complaints, it is important for them to be trained in sexual harassment prevention. TAs can take the on-line training above or contact the Director of Sexual Harassment Prevention & Diversity Education for in-person training at 805 893-3442.
4. Preferred but not required: Complete the video-taping and evaluation of taping, and attend 2 TA workshops/year.

**Additional Teaching Assistant Resources**

(through the Office of Instructional Development)

- [TA Handbook](#)
- [International TA Handbook](#)
- [TA Section tips](#)
- [Video Taping & Consultation](#) (highly recommended to do)
- [ESCI ratings](#) (Required TA evaluations)

**TA Evaluations** Another condition of the TA appointment is satisfactory TA evaluations. Students should always review their TA evaluations at the end of each quarter. Evaluations are kept in the main office and available for review there. Students will receive a copy of their ESCI scores in their mailbox at the end of each quarter, and may request a personal photocopy of their written evaluations from the GPA. Students who receive consistently negative evaluations will be asked to review the comments and take steps to address the problems. If the student continues to receive negative evaluations the following quarter, he or she may not be offered employment as a TA for the program in following quarters.

**Evaluations Process** The student office assistant and staff prepare the evaluation forms that students use to assess their faculty and TAs at the end of each quarter. If you are a TA with a discussion section, you should receive a packet of blank evaluations in your MAGIS mailbox
about the 8th or 9th week of the quarter. You are to administer them in your last discussion
section and ask a student to bring the completed evaluations to the MAGIS main office for
processing. You will eventually be given the results, and should retain them because you may
need them when applying for grants and jobs in the future. Also, if you are a TA for a large class,
your professor will probably ask you to help administer his/her evaluations during the lecture,
and may ask you to bring them back to the main office. Instructors and TAs are not supposed to
look at the completed evaluations until after grades have been submitted. If a student is absent
the day that evaluations are administered s/he may come to the main office and complete one.

**Employment Limits** The total length of time a student can hold a Teaching Assistant position is
twelve quarters. System wide regulation does not permit graduate student appointments beyond
18 quarters. An exception to program policy is required to extend a Teaching Assistant position
13 to 15 quarters. These exceptions are reviewed and approved case by case basis and requires
the Program Chair or MAGIS Graduate Advisor’s approval.

**Employment and Degree Programs** Graduate Students employed in Teaching Assistant or
Graduate Student Researchers titles are considered first and foremost students with academic
apprenticeships who need to make timely progress toward degree completion. Graduate Students
are normally limited to a maximum of 50% time employment (20 hours/week) during the
academic year. In exceptional cases students may apply for employment to 75% time and during
winter break or summer, 100% time is possible. An exception to policy request must be
approved by the student’s advisor, the Program Chair and approval by the MAGIS Graduate
Advisor. Please contact the GPA for help in requesting an exception to the employment policy.
Please note, it is easy to go over the 50% time limit when working part-time for multiple
departments—you are responsible for keeping track of your hours across campus and not let
them exceed 50%. Please refer to Graduate Division’s Graduate Handbook for further details.

**Part-Time University Staff Positions** In addition to academic apprentice positions, many part-
time University staff positions are available. Jobs are listed at [GauchoLink](http://atyourservice.ucop.edu/index.html) is the UCSB official site for jobs, internships, and campus interviews. Students are allowed to work up to 20 hours per
week (50% time) on campus while enrolled; 100% (40 hours) during winter and summer breaks.

**Employment Documents Tax withholdings, earning statements, W-2s:**
[http://atyourservice.ucop.edu/index.html](http://atyourservice.ucop.edu/index.html)

**Drop-Off Box** If people (undergraduate students in particular) need to hand deliver mail to you
they should drop it off in your mail folder, which is located in mail room. However, please have
students turn papers and assignments in during class times or directly to you during your office
hours, rather than to the office or mail room. We have about one 800 undergraduates in the
MAGIS major, plus hundreds of other students taking our classes, and we simply cannot handle
the traffic if students turn assignments in to us—plus they always interrupt our work to ask
where to turn stuff in. The mail folders are only for the occasional note or late paper.
Student Pick-Up Box Also in the mail room is the Student Pick-Up Box. If you need to leave
something for an individual to pick up, this is the place. For example, if a student has asked you
to write a letter of recommendation, and cannot pick it up during your office hours, you can
leave it in the Student Pick-Up Box. Please note that you may not leave papers or handouts for
an entire class to pick up, even if it is a small class. Return assignments in class or during office hours. To maintain confidentiality, the University asks that you not leave corrected exams or assignments in boxes in the hallway, and likewise, you may not post grades.

**TA Office Hours** If you are TAing a class, please inform the GPA of your office hours by the end of the first week of classes. Teaching Assistants must also provide the time and location of their discussion sections. A standard e-mail notification will be sent to you requesting this information. If you change your office hours, or need to cancel them at any time during the quarter, please notify the GPA as soon as possible. (893-4668)

**TA Office Assignments** If you are hired as a Teaching Assistant you will be assigned an office. The GPA assigns offices based on space availability. You are responsible for emptying the office of papers and personal items at the end of the quarter. In any quarter that you are not employed as a Teaching Assistant, you will be asked to return your keys to the GPA or work study person.

**TA Telephones and Message Number** TAs will be assigned offices that do not have telephones in them. We ask that you encourage your students to contact you via u-mail, or in person during your posted office hours. We do not advise giving out your cell phone number.

**Reserving a Classroom for TA Review Session** Graduate students will need to contact the Undergraduate Advisor when needing to schedule a room for a review session. At least 5 working days are needed to schedule a general assignment classroom. Our Undergraduate Office is located in SS&MS 2006. [http://www.registrar.ucsb.edu/downloads/One-Time-Acad-Req.doc](http://www.registrar.ucsb.edu/downloads/One-Time-Acad-Req.doc)

**TA undergraduate student issues** Consult with the instructor of record in the course about plagiarism and/or student behavior concerns.

**Syllabi** We keep archives of the syllabi from courses taught in our program (undergraduate course syllabi are with the undergrad advisor and grad syllabi with the GPA). You may find them of use when or if you are asked to TA a course. If you would like to review our archives of syllabi, please go to the GPA. You may make photocopies as needed however, we ask that you be extremely careful not to lose or misfile them, as we do not have back up copies.

**Timesheets** All students on hourly appointments (reader and researcher positions) need to submit a signed (by instructor) timesheet by the 15 of the month to the GPA. Direct deposit is available (and highly recommended) to student’s checking or savings accounts. If you elect direct deposit, you are notified by e-mail of your deposit transaction on the 1 of the month. If a manual check is generated, it will be placed in your mail folder. Your signature is required and please be prepared to show identification. Timesheets are available from the web form page.

**REQUIRED Hiring Documents and explanations**

**Teaching Assistant Contract** (prepared by the hiring department or program): Teaching Assistants will receive an offer of employment (i.e. hiring contract), which will state the percent of time, the course(s), faculty member of instruction, term dates, and wages for the position. It will also have information on the UAW agreement (Graduate Student union contract) and fee remissions. *It must be signed and returned by the date indicated on the contract to retain the offer of employment.*

*References to “Employee Number” on employment documents listed refer to a number generated when initially hired—*it is not your student perm number or Social Security number*. If you are completing new hire documents, please leave these “Employee Number” fields blank on the forms and the hiring person will enter the number later during processing.

**California State Oath of Allegiance and Patent Acknowledgement**
The State of California requires all of its employees to sign the State Oath of Allegiance and Patent Agreement. This applies to all salaried and non-salaried appointments. 

**NOTE:** International/PermResident students do not sign the oath, but do sign the Patent Acknowledgement.

The UC Regents requires all of its employees to sign the Patent Acknowledgement to signify that the employee understands and acknowledges their obligation to assign inventions and patents conceived while employed by the University or during the course of utilization of UC research facilities or any connection with gift, grant or contract research funds received through the UCs.

**Employee Eligibility Verification**
This document verifies the employee’s identification and must be accompanied by valid identity documents (IDs). A list provided of acceptable IDs is on the form [most students provide either a passport or both driver’s license and social security card]. The original IDs are required for employee verification; no photocopy version can be submitted.

**UC W-4 Withholding Allowance Certificate**
This document is for the student to fill out concerning withholding for U.S. Federal and State taxes. We are not allowed to advise the student on how many deductions to take. The student alone must decide what deductions to choose.

**Employment in a university position not covered by Social Security**
This form has you acknowledge that while employed by the university as a graduate student TA, reader, RA etc., you do not pay into social security and thus receive no fund accumulation into that system.

**Payroll and Non Payroll Deposit Authorization**
This form allows payroll and non payroll (fellowships, stipends etc.) to be deposited automatically into the student’s checking and/or saving account. You need to have a valid banking or credit union account, and provide a voided check along with the completed form.

**The Teaching Assistant Role in Global Studies**
As a teaching assistant with Global and International Studies as your home program, you most likely will be a new TA with little or no experience. Therefore it is important that you understand not only the information within this handbook, but where to go if you have questions or concerns. *Always first seek advice from your course instructor as you are a team and need to work together for the needs of the undergraduate students.* Next, if necessary, contact your Lead TA for advice and/or the graduate advisor. If the issue is very serious, please meet with the program chair. If you failed to attend the required campus-wide TA orientation in fall quarter, you must take TA training courses before being allowed to be a TA.

First and foremost, realize that being a TA is not about you, it’s about the course and the undergraduate students. It’s easy to be ego-centric, get carried away when leading your sections and go off on tangents concerning your research/interests/opinions, but it’s very important that you are there to facilitate the course by leading discussions, answering questions, and supporting the course instructor, not to make the experience about you.

As a teaching assistant for Global and International Studies if your home department is other than Global Studies, your responsibilities may vary considerable from what you are used to and you should be aware of those differences. The program is often interdisciplinary, offering a wide array of experiences for students and teaching assistants. Despite the diverse array of classroom experiences offered by Global and International Studies, the basic responsibilities can be
organized into five general roles. Prior to beginning your employment, returned your signed TA employment contract to the graduate program advisor in your hiring department.

The first role as a TA is to do all the required readings for your TA course in advance of lecture and maintain consistent contact with your faculty advisor and other course TAs. Before the quarter begins it is crucial that you meet with the course instructor to clearly outline your specific role for the course to which you have been assigned and the scheduling of section coverage. During this meeting, also complete the required TA Responsibilities Form (example provided at the end of the handbook) that will be emailed to you along with your TA contract. This TA responsibilities form is a union requirement and clearly states what is expected of you by the instructor in terms of time and duties. You keep a signed copy, one stays with the professor, and one is returned to the graduate staff advisor for your employment file. Should the instructor’s expectations change, an updated & signed form needs to be completed and re-filed.

TAs for the same course should work together, especially in the first few weeks, to ensure consistency between sections. Also, one TA should not hold review sessions on his/her own—the review sessions should be done by course TAs as a group. Be sure to meet with your course instructor and co-TAs on a regular basis.

The second role of the GI&S TA is to be the best student in the class. Set an example for the students. Visibly attend all the course lectures and take notes as you expect your students to do. Stay ahead with the readings and discuss key connections between texts and lectures with your students. Let your professor know in advance if for any reason you will not be able to attend—usually due to an emergency or illness.

The third role for the TA is that of the grader. Your grading responsibilities will vary according to each course, but you can expect to grade some combination of the following: Scantron grade exams, short-answer exams, essays, research papers, and position papers, not to mention attendance and section participation. Grading fairly and efficiently requires communication between teaching assistants and with faculty members. Please meet with other TAs for the same course prior to grading so that you all grade consistently for fairness to the students.

The fourth role is that of leader. As a global studies TA you will likely lead weekly discussions, reviews, as well as dispense academic counsel to your students. Always have a prepared agenda for each section you lead and maintain a regular schedule of office hours. Sections and office hours are a requirement of your position and the students count on you being available. If you are unable to attend due to illness, please email your students as soon as possible and plan a make-up section/office hour.

In a course with multiple TAs, one TA should not hold review sessions on his/her own apart from the others—the review sessions should be done by course (ex. GLBL 1) TAs as a group. Scheduling review rooms should be made well in advance to be sure of availability and done through the global studies undergraduate advisor.

The final role is that of an ambassador of the Global and International Studies Program (GISP). Your attendance and participation at Global and International Studies events benefits your students, the program, and you.
Teaching Assistants: Details and Policies

Teaching Assistants* are required to attend lectures, lead three discussion sections and hold office hours. Remaining time is for grading and other class-related duties.

*50% time (20 hours/week) TAs are required to have 2 office hours per week during which students may drop in with questions or concerns. 25% time requires 1 office hour/week.

Instructors and TAs should meet on a regular basis to coordinate their discussions, plan the work and see if any problems exist. The TA must not have full responsibility for grading examinations—check with your faculty person on how this will be divided. The TA will be notified of all homework assigned, when it is due, how it is to be collected, etc. and if changes to the syllabus occur.

Teaching Assistant workloads are intended to allow you to fulfill your own academic obligations. Hourly breakdowns of percentage appointments are as follows:

75% time = 30 hours/week
50% time = 20 hours/week (usual appt. is 50%)
25% time = 10 hours/week

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, total hours not to exceed 220 hours per quarter. These hours include all time spent in preparation, classroom lectures, office hours, and reading/grading student papers. NOTE: Time spent TAing will require less effort/time at the start of the quarter and be more demanding during mid-terms and the final few weeks. If your assigned workload exceeds your TA Responsibilities contract, please meet with your instructor to discuss it and adjust it.

Since a half-time appointment for a TA is the normal appointment, a 50% TA is frequently called a full-time TA (as contrasted to a 25% appointment, or 75% appointment through the exception process). You should also be informed that ".50 FTE" means 50% time in University-speak, "FTE" = Full-Time Equivalent.

TA workloads can vary considerably between courses and professors. For instance, the Global 1 and Global 2 courses are large introductory courses. As such, TAs for are responsible for leading three discussion sections (which makes each TA responsible for 75-100 students for the quarter). Sometimes upper division classes will not have discussion sections. In these instances, TAs are often responsible for grading longer essays for more students. It is the responsibility of the teaching assistant to keep track of the workload (grading, answering student emails, etc) and consult with the professor BEFORE your work reaches the maximum of 220 hours/quarter to address this issue, and also to adjust the TA responsibility contract if necessary.

Many TAs find that teaching is the most rewarding aspect of being a graduate student because it gives you the opportunity to work closely with professor and undergraduates, and provides you with professional training as a teacher of global studies. Teaching almost inevitably enables you to understand the material you are covering with your undergraduate students more clearly and thoroughly. But teaching also has a way of expanding until it gets out of control and you will not be rewarded for commitment beyond the call of duty. Therefore, remember your annual TA
award (income) is based on your graduate student record (i.e. normative time) not on your performance as a teacher.

Although teaching assistant duties in addition to your own graduate work may seem overwhelming at times remember that your most important concern is your own mental and physical well-being. Although you have a responsibility to your students, your primary responsibility is to your own work in your graduate program. The main criterion for additional TA appointments is your normative progress in the graduate program, not your teaching record.

Course Readings
Completing the readings for the course for which you are TAing can be among the most time-consuming tasks as TAs. Almost every course takes a different approach and uses different materials depending on the instructor. Many times global studies TAs were not global or international studies majors as undergraduates and will therefore have some intellectual ground to make up to be a successful Global TA. **It is important to keep in mind that the time it takes to do the required reading (and other preparation for that matter) counts towards the total hours of the particular appointment.**

Office Hours
As a 50% TA, you are required to have two scheduled office hours per week (one hour if you have a 25% appointment). TA offices for global are in the SS & MS building. Some TAs like to hold office hours outside or at a coffee house for a more relaxed atmosphere and a nicer place to hang out if no one shows up. However, you should be aware of the potential problems that might arise from holding office hours in a commercial setting where students might feel obligated to make a purchase during the meeting, plus the inconsistency of meeting locations due to weather.

You may offer to make appointments with students who cannot make it to your scheduled office hour times. Though, be aware of how time consuming these extra appointments can be. **You are not required to give out your phone number—and should also limit the amount time you spend on email with students. Encourage them to go to your office hours instead.**

Sometimes, students will use your office hours as their personal therapy sessions. Remember you are not a therapist—instead gently refer the student to the instructor or to the global chair to discuss any personal issues. **Your function is as an academic assistant only; leave it to the faculty to listen to the student’s personal issues, and to make the determination to refer a student to counseling if necessary.**

Review Sessions
While review sessions are not usually required (check with your instructor), students often request them. **If you do conduct a review session, make it clear that it is not your job to summarize the course or to provide them with answers to the test.** You might ask the students to come prepared with questions to ask. Also, one TA should not hold review sessions on his/her own unless he/she is the only TA for a course—**the review sessions should be done by course TAs as a group or in a joint review session (ex. GLBL 1 or 2).** Scheduling room reservations should be made well in advance (at least 2 weeks) to be sure of availability.
Another way to ease student anxiety and to get them prepared for the exams and research papers is to create a handout that spells out your explicit expectations as the grader (due date, grading criteria, purpose of the assignment, etc.) Regardless, this doesn't mean giving the students actual answers or questions, instead just be clear about what is fair territory for the exam. Same course TAs (Glbl 1 or 2 etc.) should be sure sections all get the same handouts.

Another alternative is to hold extended office hours, which eliminates the student expectation of you to summarize the course for them. You might invite them to come in groups and to bring questions with them.

If you choose to hold a review session, you will need to arrange for a room at least two weeks in advance. Make arrangements for a room through the Global and International Studies undergraduate advisor.

Approval Codes

IMPORTANT: Refer students to the undergraduate advisor for approval codes—the following is just for your information. Approval codes are issued for nearly all global classes.

APPROVAL CODES are issued for all global undergraduate classes by the undergraduate advisor. These codes allow students to bypass restrictions on enrollment or allow the instructor to enroll students after the class is full. The undergraduate advisor uses approval codes in the Global Studies office BEFORE class begins to allow students into courses when appropriate. However, codes are not given out once the seats are filled! At that point, students are told to wait and see if they can crash on the first day. However, many of them will e-mail the instructor to try and get on an “early” waiting list.

Some examples of the registration blocks on students are:

- If the dept. “closed” enrollment to control some of the seats
- If students are Global Studies majors but not yet “upper division” standing*

* We don’t have enough space to allow sophomore global majors into upper division classes.

- If student recently declared the major but computer doesn’t recognize the change yet
- If they are new transfer students or returning from EAP and missed first pass or units haven’t transferred to make them upper division standing

NOTE: If students have been dropped for non-payment of fees, we usually let them back in. The undergraduate advisor can affirm that they were enrolled initially and put them back in the class. Send them to the undergrad advisor. We allow any international students to enroll. You can send them to the undergrad advisor as well.

How to Use Approval Codes

AFTER the quarter begins, the instructor receives a class list and a set of approval codes. On top of the class lists, you can see both the room capacity and the enrollment numbers.
-- **BEWARE:** You may have more codes on paper than you are actually allowed to use. Be careful NOT to give out more codes than 10% above room capacity.

-- The system will allow you to over-enroll a class by 10% above the room capacity. However, you are not obligated to do this. There are two concerns. First is that we may not have additional funds to cover reader hours beyond the original planned enrollment. Second is that the over-enrollment assumes a 10% drop-out rate. More and more, with the upper division classes, students are not dropping out.

-- Room capacity may not be the same as enrollment limit. For example, you may have a class of 60 and not want to teach more students than that, but you have been assigned to a room that holds 90. Or even a class of 120 in a room that holds 200!!!

-- The Global 110/120/130 classes have pre-requisites. If the student has the pre-requisites, they should be able to enroll on GOLD. If they don’t have the pre-requisite, we are not allowing them to take the class…. Even if there are seats available.

**GLOBL 1, 2, 110, 120, & 130 lectures have discussion sections**  
Students cannot enroll directly in the lecture. They must enroll in one of the discussion sections. You can take a list of names of students trying to crash the class on the first day.

**Ask students to write their name, perm # and level (i.e. Freshman, Sophomore, Junior, Senior).**  
We can then decide how many students we can allow in the lecture. We will select names and post an overhead list once we have decided. There is a random selection process to choosing names.

THOSE students whose names are posted can come to the undergraduate advisor’s office in SSMS 2006 and pick up approval codes. She will let the students know which sections have seats available.

Students who simply need to **switch sections** due to time conflicts should come to the office the SECOND week. I can switch them on the computer. No need to drop and add. They should attend any section they can the first week.

**How to get Additional Approval Codes**  
Additional codes can be generated one-at-a-time in the Global Studies Office. Contact the undergraduate advisor if you need to **add a few** students to your class beyond the number of approval codes on your sheets. If you want to **add more than 10 codes**, ask the advisor to generate additional codes through the Registrar. The Registrar will generate additional sheets of codes within 24 hours.

**Workload**  
Try to space your grading workload out so that you don't find yourself up against a deadline with lots of papers to grade in one night. You might try setting a maximum time limit to spend on each paper. This will depend on the length and quality of the papers, but will help to control the
amount of time spent grading. Keep in mind that the 50% appointment corresponds to 220 total quarter hours of TAing, so plan your grading time accordingly.

Turn around times on grading vary widely. If you are asked to grade papers in what seems to be an unreasonably short period of time, you should negotiate more acceptable terms. This negotiation is easier if other TAs share your concerns and are also willing to act on them. Contact your instructor first to change time frames. If necessary, you may consider contacting your UAW representative for advice and support.

**Assignment Guidelines**

Two prominent problems in undergraduate work is either to fail to do the assignment and/or to fail to demonstrate knowledge of course material. You can facilitate improvements in the quality of the work you grade by providing *explicit guidance* on how to do these things. You can develop a step-by-step list of what it takes to complete the assignment and exactly what kind of source material should be presented. If you are uncertain how to do this, discuss it with your other TAs, the instructor, or Instructional Resources.

It may also be helpful to explain when it is appropriate to use *opinions as evidence*. Many instructors give assignments that make space for students to discuss their own lives and views, however be aware that the students really need a lot of help from you in understanding the difference between the material and their reactions to it. It may be useful to explain to them that an opinion is not the same thing as an argument; arguments are based on evidence and are what is expected in academic work.

**Grading and grading materials**

Individual professors will have their own methods of evaluating students, such as: multiple choice exams, term papers, written "bluebook" exams or frequent "briefs" on the reading. **Students are required to bring their own multiple choice answer sheets (scanners), blue exam books, and pencils to all exams—do not furnish these items yourself.** These items can be purchased at the bookstore, as well as at the Arbor and Buchanan food vendors.

**How to Grade**

Some professors may discuss grading with you, but often they will not. Or they may just give you a curve that instructs you on the percentage of the class that should receive A's, B's and C's, etc. **Ask the professor for guidance on grading**, and also meet with your fellow TAs to work out a system so you all grade essentially the same for fairness in a course.

There are three main paradigms of grading: 1) the Top-Down Model, 2) The Average-Up model, and 3) the Points Model. The first begins with an A, describing the ideal paper, and works its way down, defining lower-level papers by what they lack.

The second model begins with a C or average paper, which meets the minimum criteria of the assignment and defines higher and lower-level papers in relation to this norm, with as they surpass or fail to meet these criteria. If you begin by seeing all papers as A's, you give the student the benefit of the doubt, but you may also then tend to see only what is wrong with the paper. On the other hand, if you begin from the position that all papers are C's, you may begin to see everything as average and only very grudgingly give A's.
The third model looks something like this: Decide to grade each paper out of 20 points, and show the students how their points add up (example: completing the assignment 2/5, organization 4/5, analysis 3/5, writing 5/5 = 13/20). That way a student who may be a very good writer but appeared to have entirely ignored the assigned question, receives a very good picture of their strengths and weaknesses. After all of the papers have points, you can put them in order and assign letter grades to them.

**Establishing Grading Policies**

It is both useful and fair to provide for your students a basic set of criteria and expectations you will be using for determining their grades. It will also help you to clarify in your own mind the distinguishing features of successful papers. Spend sometime clarifying the qualities of the assignment and your criteria for good work, present these to the students carefully, and follow them as much as possible when grading.

Grading written work is a subjective process that makes impossible treating all papers equally. Students generally appreciate your being honest about this. You can address this issue by being willing to review the student's grades with them and set guidelines for situations in which you will re-grade an assignment.

**Grade Disputes**

A student with a problem or a question about a grade given by a TA should bring the matter up with the TA first. But, if resolution is not achieved here, the situation should be referred to the professor. The most frequent student confrontations encountered by TA concern grades. Be prepared and patient when students contest assignment or course grades. Instructors will ordinarily consult with the TA before altering any grade. The following hints may be helpful in effectively dealing with grade disputes:

1. Ask students to define their grievances and express their justifications in writing before they come to your office. Before a dispute arises, you may want to state your grievance policy explicitly in your first day handout or in the paper assignment.
2. It is perfectly reasonable to ask the professor or another TA for the class to read the paper and give it a grade. Agree beforehand that both you and the student will abide by the third person's decision. Advise the student that the grade may also go down rather than up in this situation.
3. You have the prerogative to take a matter under consideration; you are not obligated to respond immediately in defense of your judgment. In fact, some TAs have a policy of refusing to commit to a grade change until they have had a chance to look at the assignment at home; this allow you time to consider the matter without an anxious, or sometimes belligerent, student in your presence.
4. If students are not satisfied with your assessment of their work or resolution of the conflicts, they should be encouraged to discuss the matter with the professor. The undergraduate academic program advisor and the program chair may also be asked to assist in resolving a grade conflict. Authority for arbitration lies first with the faculty instructor and next with the Dean of the College of Letters and Science.
5. Remember that some cases may indeed warrant an alteration of a previously assigned grade. New TAs may wish to discuss such cases with fellow TAs or professors before doing so.

Occasionally students will come back after the quarter break wanting you to change their course grade. Most professors leave this decision to the TA, but beware that such changes must be submitted to Cheadle Hall (UCSB administration) by the professor.

Grading Standards
The following grading standards are used to report on the work of undergraduate students:

- A = excellent
- B = good
- C = adequate
- D = barely passing
- F = failed
- P = passed
- NP = not passed
- I = incomplete
- IP = in progress
- W = withdrawal; undergraduates only

The grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes. The registrar assigns grade points for each unit as follows:

- A+ = 4.0
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- D- = 0.7
- F, I, IP, P, NP, S, U, and W = 0

Unit credit, but not grade-point credit, is assigned for P and S grades.

E-Grades
E-Grades are the way the grades are recorded for transcripts. The Registrar handles E-Grades and is where TAs input students’ grades into the transcript system. Click on the heading link to access a tip sheet on how to use E-grades and the link to access the program. E-grades is also the place to get an updated roster as students add and drop the courses. NOTE—You will not have access E-Grades until you are hired and put in course as TA.

Tips for Time Management and Grading
Some TAs find that swiftly grading a few papers helps them to get a feel for the range of student performance before they settle down to dispatching the rest (returning to the first papers when they have finished). This can be more helpful than agonizing over each of the first few papers you grade.

- Some TAs spend an hour scanning as many papers as possible, and then articulate a rubric of important criteria before beginning a close evaluative reading and scoring.
- Students appreciate it if you write your comments out in full instead of using lots of abbreviations (“spelling?” instead of “Sp,” and so on). However, shorthand can save a lot of time and you can give your students a key to your editing symbols to avoid any confusion. Write clearly! Don’t overwhelm the student with too many comments; two or three areas to focus on are enough (of course, this will depend on the length of the paper).
- Recording grades or comments directly into a computer can facilitate the process by making accessible the student’s previous grades and comments and streamlining the process. Be sure to "save" often; this is work you will not want to do twice.
Meeting with students individually before the papers are due may help prevent some errors and result in better papers. The better the paper, the easier it is to grade, but be sure you still give suggestions for improvement even on an A paper. Writing workshops in class serve this purpose as well.

Meeting with students individually and marking their papers with them is another option. Some TAs schedule twenty-minute sessions with individual students and mark their papers with the student present. More importantly, meeting with the student will insure that the student understands the comments on the paper and has a good idea how to improve her work. However, this is very time-consuming in the large classes and may not be practical time-wise.

Feel free to ask your professor or a TA colleague for a second opinion on a paper which poses particular difficulties. In fact, you can set aside time to grade with other TAs so others are close at hand.

Finally, because grading can sometimes be repetitive, it often helps to take short breaks periodically to ensure consistency of judgment. It's tempting, for example, to start downgrading an interpretation just because you've heard it before. Be consistent in grading similar interpretations.

NOTE: TIME MANGAEMENT: You should be aware that marking finals and computing final grades will often conflict with your own end-of-the-quarter coursework demands. TAs may find it’s necessary to be writing their own term papers while frantically marking finals at the same time. Obviously, you are ultimately responsible for arranging your schedule so that everything gets done on time. Plan your own coursework knowing how busy you will be with grading during midterms and finals. While the deadline for final grades is not negotiable, the course professor has probably got some padding in the time between you giving her/him the graded papers and turning in the grades. This time may be negotiable.

Protecting Students' Privacy Regarding Grades

Federal law protects students' rights to have their grades remain private. You may not post grades on a bulletin board or office door in such a way that someone else could determine an individual student's grade.

IMPORTANT: Returning term papers and examinations at the end of the quarter also requires care. Do not leave them unattended in a box in a hall, unsupervised room, TA office at the end of the quarter, or the original on the copy machine.

Also, you are responsible to clean out your TA office at the end of a term and to handle all exams and papers with care—do not dump them in a trash container where they can be taken and used by students, etc.

Examples of Cheating

Listed below are some common examples of cheating:

- Text-messaging each other during exams.
- Tampering in advance with blue books, keeping notes in blue books and removing them by taking staples out, etc. This could be avoided by checking each blue book as it is turned in or having all students turn in their blue books as they enter the exam, then hand
out the blue books at random. Some instructors allow all students to bring with them to exams a one-page sheet of notes, which makes illicit notes unnecessary.

- Copying answers from neighbor on problem-solving exams. Possible solutions: seat students one or two seats apart, or give out two sets of exams, with problems in a different sequence, to every other student.
- Having access to previous exams in classes where the same exam is given year after year. Changing the exam each year can prevent this & being very careful with materials helps.
- Bringing illegal notes into exams. Proper monitoring of exams limits this cheating type.
- Taking tests for other students. Having each student show a picture ID as he/she turns in a test stops this practice.
- Tampering with their examinations after they have been graded, then returning them to gain more credit than they deserve. This is avoided by having the students review the exam in the presence of the TA or instructor. (NOTE: Exams copies are not to be given to the student after the answers are turned in).
- Writing an assigned paper from someone else's research (e.g. services of a commercial term paper company). Some instructors accept only papers that are written from a list of approved topics, ones that are unlikely to be found in a paper mill or a website.

Final Examinations
The days and times of final exams are listed in the front of the Schedule of Classes publication. Three hours have been allotted for each final examination during Finals Week. Instructors should not give finals at any other time than that published in the Schedule of Classes. Final exam papers are kept by the GIS program for one year. The exams should remain in the instructor's office but are available to students for review. If a student insists on taking the final exam, they must sign a statement that they will not contest their grade at a future date.

Make-Up Exams
Teaching Assistants are not responsible for coordinating a student's make-up exam. The professor should approve and coordinate this process with the undergraduate advisor.

Nondiscrimination
It is illegal and against University policy to discriminate against a student on political grounds, or for reasons of race, religion, sex, sexual orientation, disability, ethnic, or national origin, ancestry, marital status, medical condition, status as a Vietnam-era veteran or disabled veteran, or, within the limits imposed by law or University regulations, because of age or citizenship; or for other arbitrary or personal reasons. (Faculty Code of Conduct, APM - 015)

Freedom from Sexual Harassment
The University is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including inappropriate sexual behavior. Sexual harassment is prohibited both by law and by University policy. (APM - 035, Appendix A)
Sexual Harassment

Federal and State law, as well as University of California policy prohibits sexual harassment in an employment setting and in an educational setting. Sexual harassment can occur between various constituencies present on campus. For example harassment can take place between professors and students; between supervisors and their supervisees; or between peers. The best way to avoid misunderstandings is to become aware of the definition of sexual harassment. If you feel you are the victim of sexual harassment, or if a student accuses you of harassment, you should immediately notify your GPA and professor. You should also contact the UCSB Sexual Harassment Complaint Officer, Paula Rudolph: paula.rudolph@shot9.ucsb.edu

DEFINITION OF SEXUAL HARASSMENT:
The University of California defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

• Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in any University activity;
• Submission to or rejection of such conduct by an individual is used as basis for evaluation in making academic or personnel decisions affecting an individual; or
• Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile or offensive university environment.

The UCSB Women's Center is a safe zone for men and women who feel they are victims of sexual harassment. The Sexual Harassment pages of the Women's Center are a well developed resource with many useful links.

In accordance with the University-wide policy on sexual harassment, each campus has established special complaint procedures for sexual harassment cases. (APM - 035, Appendix A) For more information on the Faculty Code of Conduct, you can view the entire policy on-line at: http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf

Grievances

Our contracts have been signed and went into effect as of June 1, 2000 for Academic Student Employees at the 8 UC teaching campuses. The rights that we've won in the contracts are enforceable through the Grievance Procedure. The contracts provide for a strict 30-day timeline for filing grievances. If you think you have a grievance, please read the contract for a complete description of the process. A Step 1 discussion with the supervisor is optional, but does not extend the 30-day time limit to file at Step 2. The Grievance Procedure is explained in detail in the full text of the union contracts. Step 2 grievances must be filed on a form agreed to by UC and the Union. Graduate employees have the right to be represented at all steps of the Grievance Procedure. For assistance, please contact your campus Union office or contact: UAW Local 2865 - Santa Barbara Phone: (805)-685-3886

Helpful TA Resources

Administrative Services
The administrative offices of the Global and International Studies Program are located on the 2nd floor in Social Sciences and Media Studies building. The following facilities are available for use
by Teaching Assistants: fax machine, copy machine, typewriter, program computer, office supplies, conference table, DVD/VCR machine, meeting rooms.

**Photocopies**

To use the copier, you must have an access code. Please get a code from the Undergraduate Advisor. Please do not give this code to anyone else. The copier should be used only for course work and official university business. Please use double sided copying whenever possible. Whenever possible, please put materials on reserve in the library or on the web, so students can make their own copies. Copying at an outside source (such as: the Pulse, Alternative Copy, Kinko's) needs approval and requires a Low Value Purchase order number, available from the Program Manager.

**Showing DVDs, Films or Video in the Classroom**

1) Acquiring the video materials. There are two sources on campus. One is the global video collection located in our conference room in SS&MS, 2nd floor. Additional videos available in Instructional Development: [http://film.classroom.id.ucsb.edu/](http://film.classroom.id.ucsb.edu/) You may request to put a tape on reserve by calling ext. 3518, e-mailing fvo@id.ucsb.edu, or by walking into Video Services (Kerr Hall 1204). We recommend that you order by email since your request is in print and there is less chance of misunderstanding. The Instructional Development office can confirm the order by e-mail directly to you, rather than to our offices. Instructional Development requests only that orders get to them at LEAST 24 hours in advance. More notice is better, since they are very busy trying to coordinate requests for all classes on campus

2) Showing the Video. Some classrooms are equipped to play videos and DVDs. Some rooms will need a video player cart brought from the instructional resources. Check out the website above to see the catalog or how to order.

**Notetaking Service**

Associated Students (AS) provides a note taking service for students in some large and medium-sized classes. If your class is chosen for note taking, the note taking service will contact you for permission to reproduce notes from your lectures. You may refuse, in which case your class will be removed from the service's list. For more information on the note taking service, you may call 893-4471. [http://www.as.ucsb.edu/asns/home.html](http://www.as.ucsb.edu/asns/home.html)

**Video Taping of Sections and Consultation**

Suggested for global TAs. **Schedule your appointments early in the quarter you will TA.** Reserve a time to videotape your section presentation and receive private consultation about your teaching style through the Instructional Development (ID) in Kerr Hall. This is an opportunity to see yourself from the student's point of view and improve your technique. The tapes are confidential. To schedule a videotaping, email tavideo@id.ucsb.edu.

When scheduling a taping, please give the day, time, building, and room number. At least 72 hours advanced notice is needed, but available times go fast so give more than one date for your taping. A notice will be sent to you confirming the day and time of your taping. Tapings are 50 minutes long.
Once you have been taped, you will receive an email with a schedule of consultation times for which you may sign up. If you find that you need to cancel your consultation, please give us at least two days notice so that graduate student consultants do not get "stood up." If possible, please complete your taping and consultation BEFORE Spring Quarter since ID works with a reduced staff at that time. To schedule a consultation, email taconsult@id.ucsb.edu Viewing and consultations are in Kerr Hall, room 1120-M.

**Classroom Computer Presentations**

Some classes are equipped with computer lecterns (instructions on use is linked) which allow you to do multi-media presentations and access the internet in class. Other classrooms do not have the computer lectern but are still wired for the internet. Still other classrooms have no internet access but are set up to project computer media. To search different classrooms’ media capability in advance: [http://www.me.id.ucsb.edu/databases/classattrib/](http://www.me.id.ucsb.edu/databases/classattrib/) Contact Instructional Resources to see how you can integrate computer-based presentations into your classroom or to borrow equipment.

Instructional Resources has Macintosh and PC computers available to display data from computer sources in the classroom. These computers or your laptop computer may be used in selected classrooms equipped with permanently installed data-capable projectors; other rooms require a portable data projector. Many UCSB classrooms are now ready to connect to the campus network and the internet. The information below will assist you in planning your computer presentation. For equipment requests, please call Media Equipment Scheduling at 893-3549. Film and video ordering: [http://film.classroom.id.ucsb.edu/checkout-policy](http://film.classroom.id.ucsb.edu/checkout-policy) RE: Technical difficulties in the classroom, contact Classroom Services: (805) 893-3549

**CLAS**

Campus Learning Assistance Service (CLAS) is designed to assist students in improving their writing, test-taking, and studying skills. It is free for all students and a great place to refer students and ESL students to. The Academic Skills Program caters to a broad range of students and offers workshops as well as individual tutoring by appointment. Workshops cover subjects such as time management, writing research papers, and essay exam preparation. Professors and TAs can also work in cooperation with CLAS to set up workshops to help students meet requirements specific to the courses they are teaching.

Students interests in scheduling appointments at the Writing Lab can do so in the CLAS office Student Resource Blding or they can show up for drop-in hours for help with written assignments (9-5 weekdays). If a student is having a persistent problem, you can require them to go to CLAS and bring you a receipt saying that they have seen a tutor.

**Placing Books on Reserve at the Library**

To place library books, journals, videos, etc. on reserve for your classes, you need to submit an on-line form to the Reserve Book Room. You will find the form at this website: [http://www.library.ucsb.edu/forms/rblist/mail_form.html](http://www.library.ucsb.edu/forms/rblist/mail_form.html)
Police and medical emergencies
In the case that a student has a sudden medical emergency during your section, from campus phone, call 9-9-1-1. Cell phone or pay phone 9-1-1. If you do not have a cell-phone, ask a student to call or send a student to the nearest public phone. Stay with and attend to the ill or injured student until help arrives.
Campus Police—non-emergency: 805 893-3446
Isla Vista Foot Patrol: 681-4179
Campus Escort Service (Police Dispatch) 893-2000
Teaching Strategies

Ten Ways to Start Discussion
(Adapted from Peter Frederick, 1981)

1. Goals and Values Testing
Pair off students to discuss and identify primary value of assigned material (“Why are we reading this?”), to compare and contrast present text with previous text, to identify key themes of the assigned text, etc. Bring class back together and see each pair’s responses to launch discussion.

2. Concrete Images
At the beginning, solicit from each student one concrete image/scene/event from the text to record on board. With students, look for patterns of themes, identify what is missing, etc., to launch discussion.

3. Generating Questions
Ask students to prepare ahead of time one or two questions about their readings; ask students as they arrive to write down one or two questions about the reading, collect and select (or ask student to do so); break class into small groups for short discussion to suggest one key question for the class to explore.

4. Use Illustrative Quotations
Direct students to identify one or two sentences from the reading that best captures a major theme of the piece or that represents a viewpoint they agree or disagree with. Have students read them aloud and tell why they thought it was key so the class can respond.

5. Break Into Smaller Groups
Give the groups explicit questions/directions that bear on the topic, either the same for all groups to provide a comparison or different for each group to provide a forum for exchanging information. Vary methods of group formation. When class is reassembled, groups can report results for instructor to record on board or submitted for instructor to compile and distribute for next discussion.

6. Generating Truth Statements
In small groups, instruct students to produce three statements known to be true about a particular issue, which quickly reveals the complexity and ambiguity of “knowledge” and can provide topics for investigation and discussion.

7. Forced Debate
Direct students to consider which side of an instructor-generated forced choice they support (or assign one side of an argument) and bring their reasons to class. Have students sit in groups according to their positions and have them support their position—and allow them to move if their position changes during debate.
8. Role-Playing
This is a powerful learning tool and can be tricky in application. Any situation involving multiple group conflicts may be appropriate for role-playing. Instructor can assign roles or students can choose; instructor can provide or student can generate support for positions. Instructor must be sensitive to potential trauma that role-playing may have for some students; debriefing of interaction and of students’ feelings in a role is recommended.

9. Non-Structured Scene Setting
Even when the instructor wants to minimize her/his involvement, the scene must be set. Film, video, slideshow, handout, etc., can be used to set the scene, with minimal instructions provided. Instructor can take non-evaluative observation notes to provide class with feedback.

10. The No-Method Method
When good discussion habits are established, you might consider the minimalist approach of perching on the corner of her/his disk, holding up the reading and ask, “What did you think about this?” Some instructors use this at the outset of their class, without establishing norms and practices, and wonder why they get so little useful responses. It works best only when the class is well-trained in conducting discussions.

( Courtesy of Office of Instructional Development)

Thinking is Driven by Questions
As TAs, we are often leading classes described as “discussion sections.” Unfortunately, we face the common obstacle of silent and unwilling students, which leaves our discussion to be no more than a monologue of information and answers. We wonder, “Why aren’t they thinking? Why don’t they remember the material I have already explained to them?”

- A common misconception is that answers may be taught separately from questions. This leads to instructors over-emphasizing “coverage” over “engaged” or “critical thinking.”
  - Every declarative statement may be phrased as a question. For example, the statement that water boils at 100 degrees centigrade is an answer to the question, “At what temperature centigrade does water boil?”
  - Ask more questions! This is the easiest way to engage your students to think. It also lets you know what concepts are more difficult for students and what aspects of the course require more attention.

- Feeding students endless content does not generate thinking. In fact, the opposite tends to occur. Students shut down their thought process in order to copy down the material. Engaging questions immediately bring the material to life and stirs interest.

Things to Try:
When a student responds with the correct answer a good habit is to ask “why?” or “how did you know that?” This forces students to be able to articulate the reasoning behind their thoughts, and also opens the floor to further questions and comments.

- Start your discussion by writing questions about the material suggested by the students.
• In order to trigger discussion, ask easier questions that are derived from material you expect students to know. This will allow you to:
  ■ Quickly check your students’ understanding of past material.
  ■ Build upon existing knowledge, hopefully probing towards deeper and more thought-provoking questions.
• Look over your own notes for the discussion and list the major points/concepts you plan to cover. Create a question that specifically targets each of these and try to pose it to the class. We are often surprised to find that our students can articulate profound statements if they are asked the right questions.
• Express questions visually using boards, overheads, etc.
• Take your questions seriously. Wait a sufficient amount of time (at least 3-5 seconds) to give students a chance to think and respond.


Wait-Time
Wait-time is the amount of time that elapses between an instructor-initiated question and the next verbal behavior (e.g. a student response or question or the instructor talks again).

Recommended Practice:
Allow at least 3-5 seconds of wait-time after asking a question.

Research Finding:
It has been reported that most instructors allow their students less than one second of wait-time. When wait-time is increased to three to five seconds, the following changes have been found to occur. Some of these changes are fairly immediate, while others occur over time.

The number of student responses increases, and the incidence of non-response decrease. Students offer more evidence in support of their responses, offer more speculative thoughts, and give more complex answers. There is also evidence that student confidence increases (e.g. the number of “Is this right?” intonations decreases). Student-to-student interactions increase as do conversational sequences (e.g. sequences of three or more related interchanges increase in number).

Increasing Your Wait-Time:
It is not uncommon for instructors to comment that it is initially difficult to increase their wait-time. If you think about it, it is likely that your own wait-time patterns extend beyond your teaching and into your everyday interactions. Many people indicate that they are uncomfortable with “long” silences. Thus, allowing such silences in your teaching can be unsettling at first.

When you begin experimenting with wait-time, you might find it useful to count the seconds out in your head. (e.g. one-one thousand, two-one thousand, etc. If you have the urge to break the silence simply bite your tongue!) You might use this time to study the faces of your students for indications of confusion or comprehension.
What To Do When Students Do Not Respond:
If there are no student responses after five to ten seconds of wait-time, you might want to do one or more of the following:

- repeat the question;
- rephrase the question;
- simplify the question;
- ask a student to attempt a rephrasing of your question;
- break the question down into its component parts;
- make your questions more specific;
- ask students what it is about the question that they are finding difficult.

After trying each of these, it is recommended allowing another five-to-ten seconds wait-time.

Orienting Students to a Change in Practice:
Since the classroom is a social system, it is very easy for TAs and students to quickly learn to expect certain behaviors of one another. When students are not used to having an instructor give them sufficient wait-time, they may not immediately respond to the opportunity to think, respond or ask questions. Students, much like their instructors, may at first be uncomfortable with the added seconds of silence. Therefore, it may be a good idea to tell students that you are experimenting with giving them more time to think and respond to your questions.

Letting students know that purpose of any changes you plan to make in the classroom or in your teaching behavior helps orient students to the change.

Prepared by: Nancy Lorsch and Shirely Ronkowski, Office of Instructional Consultation
University of California, Santa Barbara

Reference: Rowe, Mary Budd. “Wait-Time and rewards as instructional variables, their influence on language, logic, and fate control: part one—wait-time.” *Journal of Research in Science Teaching*, 1974 11:2, pp. 81-94. This study was conducted with elementary teachers and students. Studies with high school populations found similar results.

Strategies: When Students Haven’t Done the Reading

Avoiding the Problem
The best way to combat student apathy is to design a course, which consistently and from the start encourages participation.

1. Develop a policy that encourages participation
Learn students’ names and use them
Making doing the reading a considerable part of the students’ participation grade.
Visibly reward students who consistently do the reading.

2. Prepare students in advance
Remind students of the reading assignments.
Give students ample time to complete the assignments.
Give students questions to consider as they read.
Discuss difficult terms and vocabulary in advance.
Highlight areas of particular consequence for exams and papers.

**DO NOT summarize the readings for the students—they do the work!**
A Range of Assignments that Encourage Reading

Activities to be instituted from the beginning of the quarter:
- Sign-up small groups to present and introduce the reading in each meeting.
- Ask students to come to class with study questions about the reading.
- Give regular quizzes to test for reading knowledge.
- Ask students to bring in answers to pre-prepared questions or short paper topics.
- Put a passage on an overhead projector transparency and work with it as a class.
- Bring in a selection of passages and have students read and present them to the class in groups of four.

Activities for individual lesson plans:
- Ask students to write for 5-10 minutes on the reading at the start of class.
- Go around the room asking each student to name one important point, new discovery, or question s/he has about the reading.
- Ask students to list the three most important points from the reading on the board.

Troubleshooting
If all else fails and the students still arrive at class unprepared, these are a range of strategies for salvaging the lesson for that day.

1. **Begin the class with general questions** students can answer even if they have not read. As the class continues, draw in the reading assignment. Students who have done the reading will see the connections, and students who have not done the assignment will hear a broad introduction to the material.

2. **Read a passage or passages together as a class.** Pose the questions that you would have asked in a normal lesson plan. Have the students divide into groups and answer them.

3. **Put questions about the reading on the board.** The students who have done the reading will be able to quickly write down their answer and work on fresh material. Non-readers will have to use their texts to find the answers.

4. **Review concepts from lecture during discussion.** You may want to assign a brief paper answering one or two questions to ensure that the students do the reading before the next class meeting.

5. **Dismiss the students who have not finished their reading** with a short paper assignment or an admonishment to study for a quiz at the next class meeting. Continue the class with those who have done the reading.

In consultation with: “How to Encourage Your Students To Do the Reading” (a handout from the Office of TA Development at UCSB) and “The Teaching Professor” (December, 1989): 3-4.

Questioning skill: Asking Probing Questions
The probing techniques outlined below can be used in any situation where student participation is necessary to realize the goals of the lesson. A given technique, of course, may be appropriate in one situation but not in another.

1. **The teacher seeks clarification.** Asks the student for more clarification or information, by saying:
   a. “What, exactly, do you mean?”
b. “Please rephrase that statement.”
c. “Could you elaborate on that point?”
d. “What do you mean by the term…?”

2. **The teacher seeks to increase the student’s critical awareness.**
   Wants the student to justify her/his response, by saying
   a. “What are you assuming?”
   b. “What are your reasons for thinking that is so?”
   c. “Is there more to it?”
   d. “How would an opponent of this view respond?”

3. **The teacher refocuses the response.** If a student has given a satisfactory response, it might seem unnecessary to probe it. However, the teacher could use this opportunity to refocus on a related issue.
   a. “If this is true, what are the implications for…?”
   b. “How does Jonathan’s answer relate to…?”
   c. “Can you relate this to…?”
   d. “Let’s analyze that answer/comment.”

**These techniques have two main characteristics in common:**
They are initiated by the teacher immediately after the student has responded and they require the student to think beyond her or his initial response.


**Re-Direction of Student Questions and Comments**
Re-direction occurs when an instructor turns a student-initiated question and or comment back to the student or to the class.

**RECOMMENDED PRACTICE:**
Re-direction is a recommended strategy when you are interested in promoting inter-student discussion or when you want students to assume more responsibility for their own learning.

By redirecting student questions or comments you are providing students with an opportunity to practice building skills that you expect them to develop during the course and that they may be asked to demonstrate on examinations (e.g. problem-solving skills, analysis, application, synthesis, or evaluation skills).

In most classrooms and often in discussion groups, the flow of interaction tends to be between individual students and the instructor. By encouraging students to respond directly to one another, a situation is created in which students may increase their learning by responding to one another, evaluating their own ideas via feedback from their peers, citing assigned readings, and synthesizing discussion points.

In disciplines such as math, economics, or physics, re-direction can be used to encourage a maximum of student participation. Instead of confirming or correcting one student’s solution to a problem, choice of formula, etc., you can redirect that solution or choice to the class or an
individual student for comment. This provides students with the following opportunities: to examine one another’s thinking; applying their knowledge of course content; and to take more responsibility for their own learning.

This technique also provides you with the opportunity to pinpoint and correct common misconceptions in student’s thinking.

WAYS TO IMPLEMENT RE-DIRECTION:
Verbally, you can redirect by simply asking students to respond to one another’s comments and questions. For example, “How would you answer Audrey’s questions?” or “What could you add to Steve’s response?” Once students are familiar with your use of re-direction, you can also redirect non-verbally by shifting eye contact or using a hand gesture that offers a student’s question or comment to another student or to the rest of the class for comment. Eventually students will direct their comments to one another as a matter of course, and their increased interactions may help establish scholarly peer relations within the classroom setting.

BENEFITS OF USING RE-DIRECTION:
When you use re-direction within a discussion group setting, you can direct and facilitate the discussion without dominating it. By redirecting certain comments and not others, you can focus the discussion along the lines of thinking that you want students to explore. By redirecting student comments to other students who disagree, you can promote debate and get students to examine conflicting ideologies, controversial data, or varying perspectives.

ORIENTING STUDENTS TO CHANGE:
Because most students are not used to being encouraged to speak to one another directly in the classroom setting, they may be initially disoriented by your attempts at re-direction. In fact, they may imagine that you are simply evading their comments or questions. If is therefore suggested that you tell students you are going to be experimenting with a technique designed to promote more discussion between them. Once they know your expectations and reasons for them, they will be more willing to and better able to meet those expectations.

Prepared by: Nancy Lorsch and Shirley Ronkowski
Office of Instructional Consultation
University of California, Santa Barbara

References:

Acknowledging Responses and Dignifying Errors

One thing certain to occur in every classroom is that students will produce answers that are either not what the instructor is seeking or are factually inaccurate. How you as an instructor handle these responses is key to your ability to generate discussion and stimulate student participation.

Fear of giving a “wrong” answer can inhibit class participation because students do not want to risk the humiliation of being wrong in front of their peers. Obviously, this can make it difficult for instructors to involve students in discussions or to gauge student understanding. It’s crucially important for instructors to establish from the outset that errors by students are not reflection of their self-worth and that making “mistakes” is a valuable element of the learning process.

Here are a few guidelines on how to deal with student responses and wrong answers so that you encourage participation, check understanding and ensure the entire class has accurate information.

A. Use more positive than negative language in verbal and written responses.
   - Remember to give praise whenever possible.
   - Focus on what is needed rather than what is missing, (e.g. “You need an analysis section” vs. “You failed to analyze….”)
   - Do more than point out incorrectness—guide the student toward the correct response. Remember, you are there to help students be right, not catch them being wrong.

B. Acknowledge all responses as a contribution, regardless of their accuracy.
   - Make sure that each student’s comment is greeted with some gesture of acknowledgment: a head nod, a smile, a verbal “Good” or “Interesting” or “I see what you mean.”
   - Look for chances to give positive feedback, (e.g. “Now that’s an intriguing way to look at it” or “Bingo, you’ve hit the nail on the head.”)
   - Look for chances to refer back to a student’s earlier contribution to weave into the current discussion, (e.g. “That ties in nicely to what Janie said earlier about X.”)

C. Handle “wrong” answers by dignifying student’s responses and involving the rest of the class.
   - Remember, a “wrong” answer means the student does not know two things: The correct answer to the question you posed and what question their response really belongs to.
   - Resist the impulse to respond to errors by saying “No” or “Wrong.” This may squelch students’ enthusiasm for speaking up and will discourage participation.
   - Instead, dignify an erroneous response by indicating what question the answer is correct for, and then clarifying why it’s not correct for the question you asked, (e.g. “That would be correct if X were true, but remember that this situation is different because of Y,” or “I see why you might think that, because the terms are easy to confuse. However, keep in mind that we’re talking about Z.”)
• Resist the temptation to give the right answer or to declare a response correct (or incorrect) too quickly—that instantly ends contemplation of the question for the rest of the class. Instead, ask other students to respond, or redirect the same question to another student, or ask other students to build on the previous comment.

D. Hold students accountable for the correct answer.
• Make sure that the correct answer is eventually provided (by a student or by you). This can be done when you summarize major points of a discussion to reinforce accurate information.
• Hold students accountable by insisting that they learn the correct answer. This can be gentle: “Let’s go over that one more time so you’ll remember it”; or medium: “I’ll check with you tomorrow to be sure you remember,” or unmistakable: “You will be accountable for this on the test.”


**TA Information Form**

Please email to the Graduate Program Advisor the following information at the start of your TA assignment and post outside your TA office:
Teaching Assistant Name:
Course Name and instructor:
Section numbers with days, times, & locations:
Office hours are (days/times/location):

Please post the above information outside of your office and distribute to your students.

IMPORTANT: Please decide early how students may get their graded work back (e.g. final exams and papers) after the term is over. As a teaching assistant, you are responsible for keeping student work for a year in the global storage room and properly labeled with course, instructor, Qtr, and sections day/time. This is important especially when grade disputes develop with former students. You may also be able to leave the papers with the instructor of your course.
SAMPLE

ACADEMIC STUDENT EMPLOYEE RESPONSIBILITIES

Description of Duties

Teaching Assistant (Print name):
Quarter:
Course #:
Instructor (Print name):

The job duties designated below are required of the Academic Student Employee. Please check the appropriate items and describe, as applicable. Highlighted parts indicate numbers required if checked.

___ √ Do all assigned course readings
___ √ Attend TA Training
___ √ Attend lectures
____ Present _____ lectures (as assigned by faculty supervisor)
Instruction of _____ sections/labs per week
___ √ Hold ___ office hours/week (2 hours for 50%; 1 hour for 25%)
___ Meet with supervisor ______ hours/week
_____ Prepare/Update course materials
_____ Course Preparation
_____ Develop/Update course website/moodle
_____ Read/evaluate _____ papers per student
_____ Grade weekly assignments
_____ Grade ___ midterms ______ quizzes ______ final exam
_____ Proctor ___ examinations
_____ Perform individual and/or group tutoring
_____ Conduct review sessions
_____ Arrange/attend labs/field trips/screenings/performances
_____ Maintain/submit student records (e.g., grades)
_____ Prepare copies (or printing orders) of coursework
_____ Assist with course administration (describe):

Signature of TA ___________________________ Date __________

Signature of Supervising Instructor ___________________________ Date __________

A Teaching Assistant with a 50% appointment shall not be assigned a workload of more than 220 hours per quarter or a workload of over 40 hours in any one week. The number of hours worked in excess of 20 hours per week may not total more than 50 hours per quarter. This standard shall apply proportionately to other percent appointments. In addition, a Teaching Assistant with an appointment of 50% or less shall not be assigned a workload of more than 40 hours in any one week or more than 8 hours in any one day.
## Revision Symbols Key for grading papers

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