

# The TA Handbook 2008-2009

A compendium of basic  
information regarding  
pedagogy, resources  
and University policies for  
Teaching Assistants

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## *Foreword*

This handbook is designed to make your life as a teaching assistant (TA) easier. It has been compiled and written by TAs who have worked “in the trenches” teaching undergraduates at UCLA. We have included tips and guidelines gleaned from our experience so that you can learn from our mistakes without having to make them yourself. The handbook also provides basic information about University policy as it relates to TAs and the teaching assistant job. We have provided relevant information from a variety of University publications so that you don’t have to look through numerous sources to obtain what you need. We have also included citations and websites throughout this handbook where you can find detailed explanations of facts and procedures, as well as a bibliography of University publications.

This edition includes updates and corrections to the previous one. Sara Appleton-Knapp, Jack Bishop, Anna Draganova, Kumiko Haas, Brent Haydamack, Brent James, Jonas Kaplan, Peter Kreysa, Howard Lee, Darrin McGraw, Laurie Schick, and Claus Schubert contributed to the development of this handbook. We hope that you will find many ideas and suggestions that prove useful for you in your teaching at UCLA and beyond. Of course, the TA Training Program offers much more than just the TA Handbook. You can find more resources, tips, and tutorials at the TA Training Program website: [www.oid.ucla.edu/tatp](http://www.oid.ucla.edu/tatp).

This handbook is a publication of the Teaching Assistant Training Program (TATP), a division of the UCLA Office of Instructional Development (OID). We welcome your comments on the handbook or suggestions for future editions. To provide your input, please contact the TA Training Program office at 310-206-2622, send an email message to [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu), or visit our office in 190 Powell Library.

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# Academic Calendars

## ACADEMIC YEAR 2008 - 2009

### Fall Quarter 2008

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Quarter begins.....	Monday, September 22
Instruction begins.....	Thursday, September 25
Study List deadline.....	Friday, October 10
Veterans' Day Holiday.....	Tuesday, November 11
Thanksgiving Holiday.....	Thursday-Friday, November 27-28
Instruction ends.....	Friday, December 5
Common final examinations.....	Saturday-Sunday, December 6-7
Final examinations.....	Monday-Friday, December 8-12
Quarter ends.....	Friday, December 12
Christmas Holiday.....	Wednesday-Thursday, December 24-25
New Year's Holiday.....	Wednesday-Thursday, December 31-January 1
Campus Closure.....	Wednesday-Thursday, December 24-January 1

### Winter Quarter 2009

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Quarter begins.....	Monday, January 5
Instruction begins.....	Monday, January 5
Martin Luther King, Jr., Holiday.....	Monday, January 19
Study List Deadline.....	Friday, January 23
Presidents' Day Holiday.....	Monday, February 16
Instruction ends.....	Friday, March 13
Common final examinations.....	Saturday-Sunday, March 14-15
Final examinations.....	Monday-Friday, March 16-20
Quarter ends.....	Friday, March 20
Cesar Chavez Holiday.....	Friday, March 27

### Spring Quarter 2009

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Quarter begins.....	Monday, March 30
Instruction begins.....	Monday, March 30
Study List deadline.....	Friday, April 10
Memorial Day Holiday.....	Monday, May 25
Instruction ends.....	Friday, June 5
Common final examinations.....	Saturday-Sunday, June 6-7
Final examinations.....	Monday-Friday, June 8-12
Quarter ends.....	Friday, June 12
Commencement ceremonies.....	Friday-Saturday, June 12-13

**ACADEMIC YEAR 2009 - 2010**

**Fall Quarter 2009**

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Quarter begins.....	Monday, September 21
Instruction begins.....	Thursday, September 24
Study List deadline.....	Friday, October 9
Veterans' Day Holiday.....	Wednesday, November 11
Thanksgiving Holiday.....	Thursday-Friday, November 26-27
Instruction ends.....	Friday, December 4
Common final examinations.....	Saturday-Sunday, December 5-6
Final examinations.....	Monday-Friday, December 7-11
Quarter ends.....	Friday, December 11
Christmas Holiday.....	Thursday-Friday, December 24-25
New Year's Holiday.....	Thursday-Friday, December 31-January 1
Campus Closure.....	Thursday-Sunday, December 24-January 3

**Winter Quarter 2010**

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Quarter begins.....	Monday, January 4
Instruction begins.....	Monday, January 4
Study List Deadline.....	Friday, January 15
Martin Luther King, Jr., Holiday.....	Monday, January 18
Presidents' Day Holiday.....	Monday, February 15
Instruction ends.....	Friday, March 12
Common final examinations.....	Saturday-Sunday, March 13-14
Final examinations.....	Monday-Friday, March 15-19
Quarter ends.....	Friday, March 19
Cesar Chavez Holiday.....	Friday, March 26

**Spring Quarter 2010**

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Quarter begins.....	Monday, March 29
Instruction begins.....	Monday, March 29
Study List deadline.....	Friday, April 9
Memorial Day Holiday.....	Monday, May 31
Instruction ends.....	Friday, June 4
Common final examinations.....	Saturday-Sunday, June 5-6
Final examinations.....	Monday-Friday, June 7-11
Quarter ends.....	Friday, June 11
Commencement ceremonies.....	Friday-Saturday, June 11-12



# Your Teaching Assistantship

*"Help! I have never taught a class before and I don't know what to do."*

*"I'm an experienced TA, but I'd like to improve the quality of my teaching."*

Anxiety about a new class is common among new and experienced teachers. At a meeting of experienced TAs, many admitted to having "back to school" nightmares involving scenarios such as arriving at a lecture hall to teach 200 students without notes. While these anxieties are normal, they can be minimized.

Overcoming anxiety can be accomplished by being well-prepared. This is also the most effective way to improve your teaching. This TA Handbook includes tips and guidelines to help you be as well prepared as possible and confront each new teaching assignment with confidence.

## ANSWERS TO FREQUENTLY ASKED QUESTIONS

This section includes answers to many frequently asked questions about your TA position and the resources available to TAs at UCLA.

### TEACHING ASSISTANT ELIGIBILITY

#### *Who may serve as a teaching assistant at UCLA?*

Graduate students who are in good academic standing (3.0 cumulative GPA or better) and who are enrolled in at least 12 units during the quarter in which they teach are eligible to be TAs. Some departments may impose additional requirements, so check with your department for its policy.

Non-citizen graduate students whose first language is not English must take the Test of Oral Proficiency

(TOP) and pass with a score of 7.0 in order to be eligible for a teaching assistantship at UCLA. Students who earn a provisional pass - a score that falls between 6.4 and 7.0 - will be allowed to teach at UCLA if they enroll in one of the following classes before or during the quarter they plan to serve as a TA: ESL 38a, 38b, 39a, 39b, 39c. For more information, please go to the TOP website: [www.oid.ucla.edu/top](http://www.oid.ucla.edu/top).

#### *As a graduate student, do I have to be a teaching assistant?*

There is no university policy that states that graduate students must teach while at UCLA; however, some departments require at least some teaching experience in order to earn a graduate degree. Please check with your department for its policy. Even if you are not required to teach, you should strongly consider teaching for the experience that you will gain. Effective teaching requires good leadership, motivation and communication skills, attributes useful in any profession. In addition, serving as a TA demonstrates an ability to act as an effective team player. Thus, your experience as a teacher will likely benefit your job search strategy or career moves no matter what profession you choose to pursue.

### PAY AND HOURS

#### *When will I get paid?*

Teaching assistants are paid on the first of each month for the time worked in the previous month. For example, if you start teaching in the fall your first paycheck will be November 1. If the first of the month falls on a weekend, you will be paid the next business day.

#### *How much will I get paid?*

Your pay rate will depend on your apprentice title, of which there are three. Each has the following requirements and pay rates (amounts represent 2006-2007 rates

for 50% time appointments and are subject to change; information obtained from [www.gdnet.ucla.edu/gss/appm/aaprte.pdf](http://www.gdnet.ucla.edu/gss/appm/aaprte.pdf)).

### **Teaching Assistants**

Students who have not completed all requirements for the master's degree or 36 units of graduate coursework. The 2007-2008 payment rate was \$1,821.22 per month.

### **Teaching Associates**

Students who have completed all requirements for the master's degree or 36 units of graduate coursework and have one year of collegiate teaching experience. The 2007-2008 payment rate was \$2,032.78 per month.

### **Teaching Fellows**

Students who have been formally advanced to candidacy for the doctorate and have two years of collegiate teaching experience. The 2007-2008 payment rate was \$2,135.28 per month.

### **How will I get paid?**

You will receive a paycheck that will be delivered to your department or to whatever campus address you provide payroll when you complete the paperwork to become a teaching assistant. You may also sign up for Bruin Direct which allows direct deposit payroll transactions to your personal bank account. To enroll in Bruin Direct you must complete an authorization form, available at [www.amco.ucla.edu/studentinfo.htm](http://www.amco.ucla.edu/studentinfo.htm), and submit it with a current voided check from the account you plan to use. Send completed forms to: Remittance Processing Center, 10920 Wilshire Blvd. Suite #107, Los Angeles, CA 90024-6503. All of the banking information on the authorization form, including the account number, must match the information on the voided check. Your name should also appear on the account.

### **What if I don't get paid?**

If there is an administrative error and you don't receive your paycheck on the first of the month, you should ask the administrative staff in charge of payroll in your department to issue you a quick check which will be ready within one to two business days.

### **How many hours am I supposed to work? Per week? Per quarter?**

An apprentice appointment is for 13 weeks, which includes the week before the quarter, 10 weeks of the quarter, finals week, and the week after finals. If you have a 50% appointment you should work no more than 20 hours per week (10 hours per week for 25%) during this period. Obviously, a teaching assistant's responsibilities are not always the same from week-to-week, so some weeks you may work fewer hours and other weeks you

may work more. However, you should work no more than 220 hours during a one-quarter TA appointment.

The 20 hours per week of a 50% appointment are intended to include time spent in preparation, teaching, office hours, reading, grading, attending lectures by the faculty member in charge of the course, and any other course-related work, such as responding to student emails or holding electronic office hours. If circumstances require you temporarily to work at a combination of academic appointments totaling more than 50% time, you must have your department petition the graduate division for an exception (see your graduate advisor for more information). The number of hours worked in excess of 20 hours per week may not total more than 50 hours per quarter.

## **ROOMS**

### **How can I change classrooms or schedule a room for a review session?**

Contact your departmental office for departmental rooms or the UCLA Scheduling Office at 310-825-1441 or [scheduling@registrar.ucla.edu](mailto:scheduling@registrar.ucla.edu) for general assignment classrooms.

### **What if I arrive and find my classroom locked?**

Contact UCLA Facilities Management - Trouble Call Center at 310-825-9236, which is responsible for maintaining and enhancing UCLA buildings and grounds.

### **Who repairs the window shades?**

Contact UCLA Facilities Management at 310-825-9236.

### **How do I learn about audio visual equipment?**

Contact OID's Audio Visual Services in B-125 Campbell Hall, 310-206-6597 (Help Desk) and 310-206-6591 (Order Taking), <http://www.oid.ucla.edu/Avs>.

### **How do I have the temperature in the classroom changed?**

Contact UCLA Facilities Management at 310-825-9236.

### **Where can I obtain extra desks, tables, more chalk or dry-erase markers?**

Contact UCLA Facilities Management at 310-825-9236 about desks, tables, and chalk. However, you must obtain dry erase markers from your department.

## **EVALUATION**

### **Where can I obtain feedback about my teaching from my peers?**

Ask your TA Consultant (TAC) to give you feedback. As part of your TA training in your departmental 495 seminar, you should be given feedback on a microteach-

ing segment you present and/or have the TAC observe your section and give you feedback on your teaching. If your department does not have a TAC or 495 seminar, you can ask a graduate advisor, academic advisor, or your fellow teaching assistants for input. You may also contact the campuswide TAC coordinators with OID's TA Training Program at 310-206-2622 for consultation on how to obtain observation and feedback.

***Where can I find information about course and instruction evaluations?***

For information about course and instructor evaluations, visit or contact OID's Evaluation of Instruction Program at 55 Dodd Hall, 310-825-6939, [eip@oid.ucla.edu](mailto:eip@oid.ucla.edu), or [www.oid.ucla.edu/units/eip](http://www.oid.ucla.edu/units/eip). Related information may be obtained from the Academic Affairs Commission at 310 Kerckhoff Hall or 310-825-2815.

## TEACHING SKILLS

***Where can I obtain information about programs to develop teaching skills?***

Ask your TA Consultant (TAC) or, if your department doesn't have a TAC or 495 seminar, consult with your graduate or academic advisor. You can also visit or contact the campuswide TA Training Program in 190 Powell Library, 310-206-2622, [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu), or [www.oid.ucla.edu/tatp](http://www.oid.ucla.edu/tatp).

***How can I arrange videotape/feedback for myself?***

Contact your department's TA Consultant (TAC) or OID's Audio Visual Services in B125 Campbell Hall, 310-206-6591, or [www.oid.ucla.edu/avs](http://www.oid.ucla.edu/avs).

## RESOURCES

***How can I arrange for computer scoring of multiple choice exams?***

Contact or visit the OID's Evaluation of Instruction Program, at 55 Dodd Hall, 310-825-6939, [eip@oid.ucla.edu](mailto:eip@oid.ucla.edu), or [www.oid.ucla.edu/units/eip](http://www.oid.ucla.edu/units/eip).

***Who do I call to get a video or data projector in my classroom?***

Contact or visit OID's Audio Visual Services at 310-206-6591, [avs@oid.ucla.edu](mailto:avs@oid.ucla.edu), or [www.oid.ucla.edu/avs](http://www.oid.ucla.edu/avs).

***Where can I learn to use technology (multimedia) in my teaching?***

Contact or visit OID's Teaching Enhancement Center at 160 Powell, 310-206-4599, [tec@oid.ucla.edu](mailto:tec@oid.ucla.edu), or [www.oid.ucla.edu/tec](http://www.oid.ucla.edu/tec). OID also runs a series of workshops entitled *Teaching with Technology for Faculty and Teaching Assistants*. For more information, go to [www.oid.ucla.edu/training](http://www.oid.ucla.edu/training). You can also learn to use technology in your teaching by attending a Technology TA Consultant

Seminar. To learn more, contact or visit OID's TA Training Program at 190 Powell Library, 310-206-2622, [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu), or [www.oid.ucla.edu/tatp](http://www.oid.ucla.edu/tatp). In addition, the CLICC computing labs on the UCLA campus also offer technology workshops; for more information, go to: [http://www.clicc.ucla.edu/classroom\\_workshops.asp](http://www.clicc.ucla.edu/classroom_workshops.asp).

***Where can my students listen to audio tapes?***

Contact or visit OID's Instructional Media Laboratory at 270 Powell Library, 310-206-1211, [medialab@ucla.edu](mailto:medialab@ucla.edu), or [www.oid.ucla.edu/imlab](http://www.oid.ucla.edu/imlab). You can also contact the Biomedical Library Circulation Desk at 310-825-4904, [biomed-ref@library.ucla.edu](mailto:biomed-ref@library.ucla.edu), or <http://www2.library.ucla.edu/libraries/Biomed/index.cfm>.

***What do I do if one of my students cheats or plagiarizes or I suspect that this is the case?***

Avoid confronting the student(s) in front of his/her peers. If you are proctoring an exam, move any student(s) who you suspect of cheating to a desk away from others quickly and quietly and discuss your suspicions with the student after the exam period; make a note of names and exam IDs in order to follow up on the matter. Do not confront the student during the exam and always allow the student to finish the exam. Talk to the faculty member in charge of the course; then contact the Dean of Students located in 1206 Murphy Hall at 310-825-3871 or [dean@saonet.ucla.edu](mailto:dean@saonet.ucla.edu). You can also visit the webpage on academic misconduct at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu). For more information, see *Cheating and Plagiarism* on page 61.

***Where do I go if I have a complaint against a University employee?***

Contact or visit the UCLA Ombuds Office at Strathmore Building – Room 105, 310-825-7627, [ombuds@conet.ucla.edu](mailto:ombuds@conet.ucla.edu), or [www.ombuds.ucla.edu](http://www.ombuds.ucla.edu).

You can also contact the union stewards through your campus union office at 310-208-2429 or [losangeles@uaw2865.org](mailto:losangeles@uaw2865.org).

## EMERGENCIES

***Who is in charge when an emergency occurs in the classroom?***

As a TA, you are an employee of the University and are, therefore, the person who should take charge in the event of an emergency.

***What emergency information should I know?***

Part of your teaching preparation for the quarter should include finding out details, such as the following:

*Does your cell phone have reception in your classroom? If not, where is the nearest telephone to your classroom in the event you should need to call 911?*

What is the evacuation route from your classroom in case of power outage? Fire? Earthquake? These evacuation routes may differ depending upon the situation.

What personnel in your department are trained in CPR or other emergency medical techniques?

#### **What do I need to know about specific emergencies?**

At UCLA, 911 is the "all purpose" emergency phone number. You do not need to dial an outside line from a campus phone and you do not need any coins to dial 911 from a payphone. When you call 911, try to remain calm and do not hang up until you answer all of the operator's questions. The following are some guidelines for specific emergencies:

#### **Fire**

If you see a fire, close the door where the fire is located, activate the nearest alarm, and call 911. When you sound the alarm or hear the alarm signal, get out of the building as quickly and as calmly as possible. Do not use the elevators. Do not reenter the building until emergency personnel have given the all-clear signal. UCLA does not expect employees or students to fight fires. You may use a fire extinguisher if you have had the training and you feel it is safe to do so. Be aware of campus fire alarm extinguisher locations before a fire occurs.

#### **Earthquake**

When an earthquake hits, take cover immediately. If you are indoors, get under a desk or table, or brace yourself in a doorway. In classrooms, instructors should direct students to drop under their desks or seats. Lab occupants should turn off burners if possible, leave the room, and take cover in the hall.

If you are outside when an earthquake begins, move to an open area quickly and drop to the ground, covering your head and neck as best as you can. After the shaking stops, check for injuries. After a severe quake at UCLA, Emergency Coordinators will lead building evacuations. Follow their directions and do not use elevators. Instructors should keep their classes together and go to campus evacuation areas (large open areas). Wait for instructions before entering buildings or parking structures.

If a large quake occurs during evening hours, take your students outside after the shaking stops. Assemble at least 100 feet from the building. Use blue outdoor emergency phones to communicate with the police. Stay together and wait for help to navigate through the dark campus.

#### **Remember:**

*Do not use campus telephones for personal calls.  
Do not spread rumors.*

*Do not go "sightseeing."  
Remain calm.  
Help others.*

A short video (approximately 30 minutes) entitled *Earthquake 101* and *Earthquake 101: Postscript 1994* was prepared by UCLA for students, faculty, and employees to demonstrate basic safety measures during an earthquake at UCLA. This video can be borrowed from Instructional Media Collections and Services at [imlib@ucla.edu](mailto:imlib@ucla.edu).

#### **Hazardous Spills**

These incidents may involve toxic, chemical, radioactive, infectious, or flammable materials. Students should not attempt to clean up any hazardous material spills. If a spill occurs in a classroom or lab, it should be reported immediately to the instructor or lab manager. If the spill occurs in an unsupervised area or outdoors, call 911. If an evacuation is ordered, instructors should keep their classes together. Do not enter an evacuated building until emergency personnel have authorized re-entry.

#### **Accidents**

Call 911 immediately to get assistance. Give first aid to injured victims if you are qualified to do so. Do not attempt to move seriously injured persons. If you are interested in basic emergency care training, contact the UCLA David Geffen School of Medicine Center for Prehospital Care emergency medical training program at 310-267-5959, the Red Cross at 310-445-9900, or the UCLA Office of Environment, Health and Safety at 310-825-5689.

#### **Emergency Numbers**

During major incidents, the following special Emergency Hotlines may be used to deliver important information and instructions.

UCLA Emergency Information Hotline  
800-900-UCLA (8252) or x 51234 from on campus

Chancellor's Office  
310-825-2151

Dean of Students  
310-825-3871

Housing Office  
310-825-4491

ASUCLA  
310-825-0611

UCLA Government & Community Relations  
310-794-6823

UCLA Police Department  
310-825-1491

Please call the UCLA Office of Environment, Health & Safety at 310-825-5689 if you have any questions or need more information.

## THE TA AND INSTRUCTIONAL RESPONSIBILITIES

When you were an undergraduate, you may have seen the TA as a powerful figure who assigned you homework, graded your papers, led your sections and controlled your life as it concerned any given course. Now that you are a TA, you will be assigning homework, grading papers, leading sections, and fulfilling a variety of other instructional roles in the lives of your students. Although there are variations in the duties of TAs across departments and disciplines, in many cases (particularly in lower division courses) the TA serves as the main point of contact for undergraduates.

## TYPES OF TA RESPONSIBILITIES

### Conducting One Section of a Course Under Faculty Supervision

The TA meets several times each week with a class of approximately 25 to 30 students. The TA presents the course material, evaluates students' work, and holds office hours. The TA is responsible to the faculty member who is offering the course and who approves students' final grades. In this type of course, the student may never see the faculty member in charge of the course and interacts solely with the TA. This pattern occurs most frequently in lower division language courses, including ESL, and courses in the School of Arts.

### Conducting Discussion Sections of a Large Lecture Course

The TA meets with two or more of these small sections each week for one or two hours. The sections normally supplement lectures conducted by the faculty member offering the course. In addition, the TA normally assists with the evaluation of student papers and other projects and may also assist with the preparation, proctoring, and grading of examinations. The TA may be required to hold office hours and serve as an assistant to the faculty member in charge of the course. While students may see this faculty member during office hours, most of the one-on-one interaction occurs between the students and the TA.

### Assisting in Laboratory Sections of Lecture Courses

The particular manner in which TAs assist with and/or conduct the lab will depend upon the depart-

ment, the discipline, and the course. Generally, TA duties include laboratory preparation, teaching laboratory techniques and equipment usage, and assisting or evaluating students on laboratory assignments and reports. These TAs may be required to hold office hours and sometimes work in TA-staffed assistance centers open to all students in a course. Similar to the lecture/discussion section model, the students may see the faculty member in charge of the course in lectures while most of the one-on-one interaction occurs between the students and the TA.

## OTHER RESPONSIBILITIES

### Office Hours

TAs are required to hold office hours when students can come to them with questions about course material or assignments. In order to maximize the number of students who can attend your office hours you should schedule them on the half hour (for example, from 2:30-3:30 instead of 2:00-3:00). You should also try to schedule two different hours (for example, Mondays from 1:30-2:30 and Thursdays from 9:30-10:30) during the week to best fit into your students' schedules. It is also important to be available by appointment for students who cannot make your office hours. Office hours count towards your 220 hour per quarter workload.

### Virtual Office Hours

TAs may be required to hold virtual office hours. The introduction of course webpages may involve discussion boards where students can post their questions to TAs. Because it may be time-consuming to respond to student emails, an instructor may ask the TA to spend at least one of their regular office hour sessions online. If this is the case, let students know at the beginning of the quarter when you will check the discussion board, and how much time you will spend doing so. Let students know where they can find information such as weekly assignments and what you expect them to use the course webpage for to avoid any conflicts during the quarter. Encourage students to use this resource and offer to show the webpage and its features to students during office hours as well. OID's TA Training Program website offers a guide entitled "Managing Electronic Communication" for download. See <http://www.oid.ucla.edu/units/tatp/old/lounge/pedagogy/communication> for more information.

### Electronic Teaching

Electronic teaching methods are now a part of many undergraduate courses. For example, TAs may be expected to respond to student comments and questions posted on a course webpage discussion board. TA and faculty should discuss how much time TAs will devote to student postings and how frequently webpages should

be checked for student email. TA and faculty should also discuss these policies with students at the beginning of the quarter so that students have realistic expectations regarding the use of webpage discussion boards.

## THE TA AND THE FACULTY SUPERVISOR

As a TA for a course taught by a faculty member, you need to actively establish open communication with him or her from the very beginning and maintain a good rapport throughout the quarter. Misunderstandings occur between TAs and faculty when they do not communicate or when either one takes the other for granted. Sometimes faculty may expect TAs to be “mind readers” and magically know what the faculty member expects or anticipate tasks without needing instruction. TAs can also fall into the trap of expecting the faculty members to remember what it is like to be a graduate student with competing demands on one’s time, including classes and research.

Fortunately, most potential conflicts can be prevented with good communication. If the faculty member in charge of the course does not communicate his or her needs to you clearly, then it is up to you to make an extra effort to learn them. The energy you spend in fostering good communication with the faculty member will pay off by reducing the time and trouble caused by misunderstandings.

TAs and faculty members should discuss the framework and the background of the course so that they can work together to teach the course more effectively. TAs should ask their faculty members for their thoughts on the following matters, or at least those that they consider relevant, before the course begins:

- *How much latitude does the TA have in the course?*
- *What exactly are the goals of the course?*
- *Is there a guiding methodology for the course with which TAs and students should be familiar?*
- *Are there any additional materials that would help the TA be better prepared for the course?*
- *What is the procedure for handling student complaints, issues of plagiarism, or cheating?*
- *Who will make up the exams?*
- *What kinds of exams will they be?*
- *Exactly how are grades to be determined?*
- *When will TAs be expected to turn in grades for midterms and the final to the faculty member?*

If you feel you have too much work or if there are other problems, it almost always helps to talk to the faculty member in charge of the course. Graduate Division policy requires all departments that appoint TAs to develop guidelines that explicitly outline the roles and

responsibilities of TAs and supervising faculty members. Guidelines are based upon the campus *Apprentice Personnel Manual* regulations and adapted to the specific needs of each department. Departmental TA guidelines frequently address such topics as appointment procedures, course assignments, and workload amounts. Guidelines should also address how TAs and supervising faculty work together in teaching a course. For example, they might include a mandate that weekly meetings be scheduled between the faculty and TAs and that TAs be provided with information or materials concerning upcoming lectures, labs, and exams so that they can feel confident with the content and presentation of their sections. Ask the TA Coordinator or Graduate Advisor for a copy of your department’s guidelines.

Supervising faculty are responsible for instruction and grading in all university courses, and while TAs may collaborate on these duties, they may not assume them in full. Various support activities such as photocopying are acceptable activities for a TA if time permits; but in no way should these activities cause TAs to exceed the maximum number of hours of their appointment. If the workload exceeds the maximum number of hours permitted, the faculty member and TA should prioritize tasks and find alternative solutions, such as arranging for photocopying to be completed by an outside vendor. An awareness of TA workload has become even more important with the widespread use of technology in teaching, including email, monitoring of discussion boards, etc. The highest priority should be always be given to the central duties of teaching: preparation, classroom instruction, office hours, and some grading of student work.

## THE TA AS INFORMAL ADVISOR AND COUNSELOR

TAs are often asked by their students for various kinds of assistance. Because the student may feel more at ease with the TA than with the faculty member, the TA can play an essential role in undergraduate education by occasionally acting as an informal advisor or counselor. The range of help students may seek includes advice about courses, questions on course material, assistance in coping with University regulations, and advice on personal problems. In the latter case, the TA should refer the student to the appropriate resources, such as relevant professionally-trained services like Student Psychological Services (SPS). (See page 20 of this handbook for more information on SPS.) On other occasions, the TA may be called upon to make problem-solving suggestions or to provide guidance in locating sources of further assistance.

## ANSWERING QUESTIONS ON ADMINISTRATIVE TOPICS

It can be very frustrating when you cannot answer a student's simple but important administrative question. As graduate students, TAs exist in a different administrative realm than undergraduates. Below are some common questions asked by undergraduates with responses and information for referring students to the appropriate office for assistance. TAs should also be aware of undergraduate enrollment deadlines and information on how an undergraduate can add or drop a course.

### How Do Students Transfer Credits?

To transfer credits from another institution, students must visit or contact the office for Undergraduate Admissions and Relations with Schools, located at 1147 Murphy Hall, 310-825-3101, [ugadm@saonet.ucla.edu](mailto:ugadm@saonet.ucla.edu), or [www.admissions.ucla.edu](http://www.admissions.ucla.edu). In addition to determining admission eligibility for entering students, the Undergraduate Admissions Office evaluates transcripts for transfer credit from other institutions and assigns appropriate course credit for continuing and returning students. Any continuing student who has taken courses at other colleges or universities should be aware that the courses will not automatically be transferred to UCLA.

Although the Admissions Office may grant unit or subject credit for work completed at another institution, the work may not necessarily apply to specific UCLA degree requirements (for example, general education or major requirements). Students should contact their college or academic advisor regarding specific credit applications and limitations. Also, students should be aware of residence requirements which are specific to schools and their college.

### How Do Students Change a Credit Detail?

Undergraduates wishing to change from a Pass/No Pass (P/NP) to a letter grade, or vice versa, should visit their academic advisor. They have up to the fourth week of the quarter to make credit changes, although there is a fee after the second week.

### How Do Students Add Classes?

In most cases, undergraduate students may add classes in the first two weeks of the quarter without paying a fee. Undergraduate students adding classes in the third or fourth weeks of the quarter must obtain a petition from their respective colleges and their faculty member's signature on the petition or a Permission-to-Enroll slip. Students must also pay a fee. In the case of impacted classes, special rules may apply. Also, different departments may enforce variations on these policies, so check with your department for exceptions.

### How Do Students Drop Classes?

In most cases, undergraduate students may drop classes in the first two weeks of the quarter without paying a fee. Undergraduate students may drop a class up to the fourth week of the quarter but they must complete a petition from their department and pay a fee after the first two weeks. Undergraduates dropping classes after the fourth week must receive approval from their department and must also pay a fee. In the case of impacted classes, special rules may apply. Also, different departments may enforce variations on these policies, so check with your department for exceptions.

### How Do Students Withdraw from the University?

Withdrawing from UCLA means discontinuing attendance in all courses in which students are enrolled. Students who withdraw during a term must file a Notice of Withdrawal, available from their academic dean's office (for undergraduates) or departmental office (for graduate students).

When students officially withdraw, a percentage of the registration fee is refunded depending on the date the withdrawal form is filed with the academic dean. Claims for a refund must be presented within the academic year to which the claim is applicable. Students should consult the Schedule of Classes for policy details and specific refund dates.

Students may withdraw only if they have not taken any final examinations or otherwise completed the work in any classes. For undergraduates, one withdrawal places no restriction on readmission or continuation if they started the term in good academic standing. If they withdraw after one or more previous withdrawals or while experiencing academic difficulty, a restriction may be placed on their continuance in undergraduate standing. Before withdrawing, they are urged to consult faculty, departmental staff, or college advisers to consider the full implications of this action.

Undergraduates may also withdraw from a term retroactively, provided no final examinations have been taken and no coursework has been completed. No withdrawals are accepted once they have officially graduated from the University. If undergraduate students return to the University for the term following withdrawal, they are considered continuing students. If they return later than the following term, they must apply for readmission.

### Where Can Students go for Financial Help?

Students should visit or contact the Financial Aid Office at A-129J Murphy Hall, 310-206-0400, [finaid@saonet.ucla.edu](mailto:finaid@saonet.ucla.edu), or [www.fao.ucla.edu](http://www.fao.ucla.edu), which administers undergraduate scholarships and all graduate and undergraduate financial-aid that is based on financial need. This office awards scholarships, grants, work-study, and

loans. The in-person Service Counter or the automated telephone service will assist students in a variety of areas.

The Financial Aid Office provides counseling and assistance in completing the financial aid application, evaluation, and determination of need. Counselors are available on a next day appointment basis and financial assistants are on duty daily, between 9 a.m. – 5 p.m.

In addition to traditional loan counseling, interest-free short-term loans are available from Student Loan Services to all registered students who have sound credit histories. To apply, students must be currently registered (or using the loan to register), and present a valid UCLA photo identification with a driver's license, DMV identification card, or passport. Two types of loans are currently available:

#### **Emergency loan**

Emergency loans are issued to meet short-term emergencies; the loan amount varies based on circumstance and need.

#### **Financial aid advance**

Financial aid advances are issued to fill the gap between the Financial Aid Office award of loans and/or grants and the actual receipt of them. Loan and grant checks are collateral for this type of loan and the student borrower authorizes Student Loan Services to endorse the financial aid checks to pay for this loan.

### **Where Can Students go for Academic Advising and Tutoring?**

#### **Counseling Assistants**

Counseling Assistants are located in A316 Murphy Hall, 310-206-6681. Counseling Assistants (CAs), who are graduate students from a variety of academic disciplines, provide academic support to all lower division students in the College of Letters and Science. CAs are trained to counsel, advise, and make informed referrals; they work closely with full-time academic counselors of the College to provide a wide range of academic support to undergraduates. CAs are also a good resource for undergraduates to find out more about graduate school. By meeting regularly with CAs, students who utilize the services enhance their chances of academic success. CAs are also available at Covell Commons. Students can get the following types of assistance:

- Program planning*
- Assessment of degree requirements*
- Help in choosing a major*
- Counseling regarding scholastic difficulty*
- Discussion of options and alternatives*
- Group counseling sessions on specific topics*
- Requests for exceptions to regulations*
- Pre-health and pre-law open counseling sessions*

CAs are selected from the graduate students of participating academic departments and often work both in the College Counseling Service and in their home departments. Duties within departments vary but are generally supplementary to the academic advisor's role. TAs may wish to consult with CAs to determine the availability of additional services within departments and to make referrals to them when students could benefit from regular counseling.

There are also staff members from the College of Letters and Sciences and from the various schools on campus (such as the School of Engineering), who can answer general questions at the "Information" window (A316 Murphy Hall) and provide information about various petitions, filing procedures, and deadlines. They can also help students explore choices of a major and can show how college/school or university academic regulations apply to an individual situation.

#### **Departmental Services**

These include Departmental Counselors, who provide information about the courses within their departments, as well as departmental and major requirements. They may also be of help in finding research, study, and job opportunities. Students should consult with their departments for information on how to contact departmental counselors.

Faculty Advisors can provide information pertaining to the major and courses applicable to the major, graduate schools, and/or further study and research projects. Ask your department if there is a system set up to link undergraduates with faculty advisors.

Academic Student Counselors can advise, from a student's point of view, about academic procedures and university requirements, as well as provide referrals to various student services on campus. Students should consult with their departments for information on how to contact academic student counselors. For a complete academic counseling directory, students should visit [www.registrar.ucla.edu/soc/counsel.htm](http://www.registrar.ucla.edu/soc/counsel.htm).

Departmental Counselors can be found by calling one of the following numbers:

Arts and Architecture  
310-206-3564

Engineering and Applied Science  
310-825-9580

Nursing  
310-825-7181

Theater, Film, and Television  
310-825-5761

Letters and Science: College Academic Counseling  
310-825-3382

**ASK Peer Counselors**

ASK counselors are available weekdays to answer brief questions and make referrals at six different campus locations: Campbell Hall (southwest corner), Math Sciences (northwest corner), and Royce Quad from 10 a.m. to 2 p.m., A316C Murphy Hall (ASK Web Lab) from 10 a.m. to 3 p.m., and Murphy Hall (northwest entrance) from 10 a.m. to 4 p.m. Students can also email questions to [ASK@college.ucla.edu](mailto:ASK@college.ucla.edu).

**Letters & Science Academic Advancement Program (L&S AAP)**

AAP counselors work with AAP students to plan their academic programs, monitor their progress toward a degree, provide them with information about different majors' requirements and prerequisites, and discuss graduate school and career options. AAP counselors also encourage students to explore their talents and abilities, are there to listen to students, and talk with them about academic and personal problems. For AAP students who entered UCLA in Fall 1994 or later, AAP counselors have full signature authority as professional L&S counselors. AAP students' official folders are housed in 1209 Campbell Hall, where petitions and other official paperwork must be submitted. Appointments are made in person weekdays 9 a.m. to 1 p.m. in 1209 Campbell Hall; appointments by phone are taken 1-3 p.m. at 310-825-1481 (see also [www.college.ucla.edu/up/aap](http://www.college.ucla.edu/up/aap)).

**AAP Peer Counseling**

AAP Peer Counseling consists of 19 advanced-standing undergraduate peer counselors who work under the direct supervision of a professional counselor. Peer Counselors work with entering students and support them in the transition from high school or community college to UCLA. They focus on the students' adjustment to university life and refer them to both AAP and campus resources and services. Peer Counselor appointments for entering students can be made in person or by phone weekdays 9 a.m. to 5 p.m. in 1209 Campbell Hall, 310-825-1481 (see also [www.college.ucla.edu/up/aap](http://www.college.ucla.edu/up/aap)).

**Letters & Science Honors Programs**

Letters & Science Honors Programs offer a curriculum of Honors courses as well as counseling and services to students in College Honors, Honors Collegium, Departmental Scholar Program, Individual Major Program, and students going on or returning from Education Abroad. Counselors are available to help with program planning, choosing a major, planning for graduate school, and many other academic concerns. Students in College Honors may also be eligible for letters of verification, heavier course loads, and courses by examination. Students can obtain information on these programs and services, as well as individual appointments by visiting A311 Murphy Hall, 310-825-1553.

**College Tutorials and Academic Advancement Program Tutorials**

College Tutorials and Academic Advancement Program Tutorials are both services of the College of Letters and Science Honors and Undergraduate Programs. Both tutorial programs aim to foster student independence by helping undergraduate students build academic skills and confidence, as well as knowledge. All College Tutorial Services are located in the Covell Commons just north of Sproul Hall in the Sunset Residential Village.

You can refer students to a College Tutorials lab or to the AAP tutorial program or call ahead and make an appointment for the student. This greatly increases the likelihood that the student will follow through.

**College Tutorials Composition Tutoring Lab**

College Tutorials Composition Tutoring Lab is located in 228 Covell Commons (310-206-1491). The lab is co-sponsored by UCLA Writing Programs and supervised by College Tutorials. The lab helps students individually with their writing problems. Designed primarily to support the basic composition courses, English 2 and 3, the Lab can also assist students with writing assignments for other courses. Non-native speakers of English find the Lab a particularly valuable resource.

The trained peer tutors can help students understand and profit from the corrections TAs make on their papers and essay exams. The tutors can also guide students in generating and organizing material and revising rough drafts. This process could lighten the TA's task as a reader. Students should make appointments in advance by phone. For more information, contact College Tutorials, at 310-825-1288.

**College Tutorials ESL Tutoring Lab**

College Tutorials ESL Tutoring Lab is located at 228 Covell Commons (310-206-1491), and offers individual tutorials and conversation groups, helping non-native speakers of English to improve their grammar, composition skills, pronunciation, and listening comprehension. The lab provides tutorial support for the ESL service courses and also welcomes other students who wish to improve their mastery of English. Most of the ESL tutors are graduate students in the Applied Linguistics and TESL Department. Students should make appointments in advance, by phone, or at the Lab. For more information contact College Tutorials at 310-825-1288.

**College Math/Sciences Tutorials**

College Math/Sciences Tutorials is located in 230 Covell Commons (310-206-6965). It provides an organized, by-appointment, tutorial program for lower-division courses in life sciences, chemistry, mathematics, and physics. A list of classes tutored each quarter is available at the tutorial center. Trained undergraduate tutors meet with students in small group sessions on a weekly basis,

helping students to improve understanding of concepts, problem-solving skills, and test-taking strategies. Students may sign up, in person only, for tutoring at 230 Covell Commons during the first week of the quarter; early registration is strongly advised. Tutors will announce sign-up times at the first class meeting.

### *College Tutorials for Student Athletes*

College Tutorials for Student Athletes is located at 209 Covell Commons. This program provides individual and small group tutoring for student athletes. Most tutoring is offered in the evenings to accommodate team practice schedules. Courses tutored vary according to student requests. If a student athlete is receiving tutoring for a course, the tutor will consult with the TA and the faculty member about the assistance being offered. If the TA has questions or suggestions about tutoring for student athletes, call 310-206-7526.

## **Programs & Services Available Both to Undergraduates and Graduate Students**

### *The Career Center*

The Career Center (501 Westwood Plaza, 310-206-1915; [www.career.ucla.edu](http://www.career.ucla.edu)) assists UCLA students in exploring employment options, making informed career decisions, and conducting a well-planned job search. Career Center staff will help students set realistic career goals to complement their skills, interests and personal values, and investigate career possibilities in business and industry, government, nonprofit organizations, and education.

Services and resources include career consulting and counseling, graduate and professional school planning and preparation assistance, work-and-learn experiences, a career resources library, workshops, BruinTraks job and internships listings, career fairs, and campus interviews. The Career Center building is located at 501 Westwood Plaza Floors 2 & 3 (Corner of Westwood Plaza and Strathmore).

One branch location extends the Center's services and resources. EXPO Internship and Study Abroad Services (310-825-0831, 501 Westwood Plaza, Suite 200, Strathmore Bldg., 2nd Floor) offers students the chance to explore and test career interests on a temporary basis and develop important networking and mentoring relationships through local, state, national, and international internships.

### *The Dashew Center for International Students and Scholars (DCISS)*

The Dashew Center for International Students and Scholars (DCISS) is located at 106 Bradley International Hall (310-825-1681, [www.intl.ucla.edu](http://www.intl.ucla.edu)). DCISS is a resource for counseling students and TAs on a variety of cultural issues that may impact the foreign student or TA

in a UCLA classroom. Aspects of intercultural communication, academic expectations, classroom participation, use of counseling and academic support services, communication styles, exam and paper writing, critical thinking, and negotiation skills are often clarified through DCISS staff assistance.

DCISS offers an extensive orientation program to help new international students adjust to the University and to the community. Throughout the year, DCISS develops and implements programs to foster friendships and expand effective connections between UCLA students and the community-at-large. International students from over 125 countries begin to understand that the U.S. is a country of many nationalities and diverse cultures. They learn that the U.S. strives to accept and use the best that all of the cultures within it have to offer.

### *The Office for Students with Disabilities (OSD)*

The Office for Students with Disabilities (OSD) is located at Murphy Hall A-255, (310-825-1501 (voice), 206-6083 (TDD), <http://www.osd.ucla.edu>). OSD provides a wide range of academic support services at no charge to undergraduate and graduate students with documented permanent and temporary disabilities. In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, OSD serves students with visual impairments, learning disabilities, attention deficit disorder, acquired brain injuries, psychological disabilities, hearing impairments, mobility impairments, and health impairments. Students with disabilities at UCLA are capable individuals who experience some limitation that calls for adaptation of materials, alternative methods, or environments to facilitate their most successful learning. Accommodations are varied and specifically designed to meet the disability-based needs of each student.

Many disabilities are unobservable, such as hearing impairments, learning disabilities, health conditions, and psychological disabilities. The staff at the Office for Students with Disabilities is available to faculty and teaching assistants to provide information and assistance in working with students. Faculty and teaching assistants are invited to request disability awareness workshops, as well.

The Office for Students with Disabilities works with faculty and teaching assistants to facilitate the most successful learning experience for each student who presents documentation of a specific disability. In addition, OSD encourages students to contact their faculty members to discuss their learning needs and to describe the accommodations and teaching adjustments that can best facilitate their learning. With the collaboration of all parties involved, solutions to learning problems can be found that will maintain the academic integrity of course objectives.

### ***The Disabilities and Computing Program (DCP)***

The Disabilities and Computing Program (DCP) is located in 4909 Math Sciences Addition, (310-206-7133, TDD: 310-206-5155). The DCP provides adaptive computing support to all members of the UCLA community, including students, faculty, and staff with permanent and temporary disabilities. Support for students with disabilities is provided in three areas:

#### *Computer Access*

If a class is using instructional computing facilities and has a student who may have difficulty using a computer keyboard, mouse, display, or standard height computer table, contact the DCP as early as possible. The DCP staff is available to work with TAs and their computing support coordinator to help make instructional computer labs accessible to students with disabilities.

#### *Information Access*

Students with print impairments – due to blindness, low vision, learning disability or orthopedic disability – may have difficulty reading print materials or information on computer displays. This might include course reading lists, textbooks, class handouts, library online information systems, and so forth. The DCP works together with the Office for Students with Disabilities (OSD) and the Library to assist in providing information to students in alternative formats (including Braille, large print, computer file, and audio tape).

#### *Computer-Based Compensatory Tools*

A student with a disability may have difficulty with tasks not typically accomplished with a computer, such as taking class notes, writing an exam, or reading a book. The DCP develops computer-based tools to help students compensate for their functional disability, including talking laptop computers available for check-out, voice controlled computers for writing, and reading machines for listening to texts. The DCP also supports a joint project with OSD, which provides students with learning disabilities with selected class text materials on disk and computer-based reading and proof reading software to assist them in their reading and writing.

#### *Student Legal Services*

Student Legal Services can be found in 70 Dodd Hall (310-825-9894, [www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu)). They offer legal counseling and assistance by appointment only to currently registered and enrolled UCLA students. Open Monday through Friday from 9 a.m. to 5 p.m., the office provides assistance in dealing with a variety of problems, such as landlord/tenant relations; accident and injury problems; domestic violence and harassment; criminal matters; divorces and other family law matters; automobile purchase, repair and insurance problems; health care, credit, and financial aid issues; and consumer

problems. Student Legal Services also frequently assists students with problems they have with other UCLA departments in such areas as housing, financial aid, harassment, discrimination, ADA compliance, student discipline, and TA or faculty misconduct. All matters are handled confidentially.

### ***The Center for Women and Men (CWM)***

The Center for Women and Men can be found in the Student Activities Center, Suite B44 (310-825-3945, [www.thecenter.ucla.edu](http://www.thecenter.ucla.edu)). They offer services to all UCLA students with a special focus on gender-related issues. The Center presents workshops on many topics, including childcare, self-defense, assertiveness training, sexual violence prevention and education, career development, returning to school, and personal relationships. It also offers referrals to medical, legal, career planning, personal counseling, and other services both on and off campus. In addition, rape services consultants (RSCs) are individuals who provide information, support, and resources for UCLA students who have been raped or sexually assaulted. RSCs can discuss options, help identify and assist in contacting the most appropriate support services, and answer any questions that may arise.

In addition, as a designated campus Sexual Harassment Information Center, the CWM can provide support, information regarding options, and referrals for those who have experienced various forms of harassment with regard to sex, ethnicity, sexual orientation, age, and disability. CWM staff members are also available to UCLA staff and faculty to provide consultation and resources on gender-related issues, particularly in the areas of sexual violence and discrimination.

### ***The UCLA Lesbian Gay Bisexual Transgender Campus Resource Center***

The UCLA Lesbian Gay Bisexual Transgender Campus Resource Center can be found at 220 Westwood Plaza, Suite B36 (310-206-3628, [www.lgbt.ucla.edu](http://www.lgbt.ucla.edu)). They offer information, referral, advocacy, training, support, and leadership development to the entire UCLA campus community. Visit the LGBT website at [www.lgbt.ucla.edu](http://www.lgbt.ucla.edu) for a listing of events and support group meetings.

#### *UCLA Early Care Education*

This program offers accredited child care programs for current full-time UCLA students, staff and faculty and includes a diverse group of families and staff from different races, religions, and nationalities (310-825-5086, [www.childcare.ucla.edu](http://www.childcare.ucla.edu)). It bases its care on the belief that parents and staff are partners in providing a safe, reliable, appropriate environment for children. It encourages active learning through organized play, loving interaction, exploration, and fun. Activities appropriate for the children's ages and stages are planned and presented by professional staff trained in the principles

of child development, early childhood education, and group care. All programs are accredited by the National Association for the Education of Young Children. UCLA has three childcare centers:

The Krieger Center is located at the northwest corner of the UCLA campus, at Sunset Boulevard and Bellagio Drive. The Krieger Center accepts children from two months to five years old (310-825-5086).

The Fernald Child Care (310-825-2900) center is also located on campus near Sunset Boulevard and Westwood Plaza, just east of the Corrine A. Seeds University Elementary School. This center accepts children between two months and five years old and has been designated for use in support of faculty recruitment and retention. Spaces in this center are allocated to University departments.

The University Village Child Care Center is located at the University Village Apartments, 3233 S. Sepulveda Boulevard, about five miles south of the campus (310-915-5827). Children must be between the ages of two months and six years of age. Part-time child care schedules are available only for student families and only at this center. A developmental kindergarten is available for children who reach their 5th birthday before December 1st. All UCLA-affiliated families are eligible for enrollment but priority is given to residents of University Village.

#### *Child Care & Resource Program*

This program runs workshops for child care referrals to home and day care center providers throughout the Los Angeles area (310-825-8474).

#### *Student Psychological Services (SPS)*

This service is located in the John Wooden Center. To contact their offices, call 310-825-0768 or visit their website at [www.sps.ucla.edu](http://www.sps.ucla.edu). All inquiries regarding services, policies and programs for students are welcome at either of these locations. The SPS offices are open Monday through Friday from 8 a.m. to 5 p.m., except on university holidays. SPS counselors are available by phone 24-hours daily in case of emergency: 310-825-0768.

**NOTE: If your student is experiencing an emergency situation and SPS is closed, please take your student to the UCLA hospital emergency room.**

Student Psychological Services offer a variety of psychological help to students. The staff of psychologists, clinical social workers, and psychiatrists provide assistance with situational stresses, such as relationship problems, coping with emotions, school pressures, difficulties with decisions, values clarification, family conflicts, career goals, and other concerns affecting personal growth. SPS also offers counseling to increase effectiveness in handling specific problems. Typical concerns that

can be resolved through a self-management learning process include overcoming test-taking anxiety, tenseness or difficulty in self-expression, procrastination in studying, anxiety in meeting people, learning to express one's self more directly and honestly in interpersonal relationships, and finding a way to increase self confidence and self control. Treatment is primarily through brief individual psychotherapy, but might include couples counseling, group psychotherapy, behavior modification, hypnotherapy, biofeedback, or medication.

The service also provides professional consultation in assisting University offices and departments to develop and carry out services, policies, and programs for students. Services are free to registered UCLA students only. Confidentiality is ensured. The staff is happy to be of service to TAs at either of the locations listed above.

#### *Student Health Services*

Student Health Services can be found in the Arthur Ashe Health & Wellness Center (310-825-4073, [www.studenthealth.ucla.edu](http://www.studenthealth.ucla.edu)). They offer the health care and information a UCLA student may need. Services are provided on an appointment or walk-in basis at little or no cost to all registered students on presentation of a UCLA student identification card. Students are encouraged to select a clinician who will provide ongoing health care.

Office hours are weekdays 8 a.m. - 6:30 p.m. except Friday, when service begins at 9 a.m. During the summer and winter breaks, the hours are 8 a.m. - 5 p.m. Monday through Thursday, and 9 a.m. - 5 p.m. on Friday. For emergency care when SHS is closed, students may obtain treatment at the UCLA Medical Center Emergency Room on a fee-for-service basis.

#### *Supplemental Medical Insurance*

In addition to the services offered by Student Health Services, supplemental medical insurance is available through the Graduate Student Health Insurance Plan (GSHIP). GSHIP provides benefits for certain major medical expenses not covered by SHS, such as hospitalization, surgery, and emergency room costs. GSHIP also provides pre-paid use of SHS during the summer. All graduate students and all international foreign students (both graduate and undergraduate) must maintain adequate medical insurance coverage (in the US) during all periods of enrollment at UCLA. For further information regarding GSHIP, please call the SHS Insurance Office at 310-825-4073.

#### **Programs & Services Available to Graduate Students**

##### *The Graduate Student Resource Center (GSRC)*

The UCLA Graduate Student Resource Center is a Graduate Students Association (GSA) initiative that is managed by Student Affairs. The GSRC is a one-stop resource, referral and information center for graduate

students, offering programs and workshops on a variety of topics, drop-in counseling, meeting and study space, and the opportunity for social interaction. The GSRC works with GSA to organize the New Graduate Student Orientation each fall. The Graduate Student Resource Center is also the home of the new Graduate Writing Center (GWC - see next paragraph for more details). All graduate and professional students are welcome. The GSRC is located in B11 of the UCLA Student Activities Center. See the GSRC website for more information on their resources and current workshops at <http://gsa.asucla.ucla.edu/gsrc/index.htm>.

### *The Graduate Writing Center (GWC)*

The Graduate Writing Center office is located in B11 of the UCLA Student Activities Center. The GWC offers friendly, experienced, and free writing consultation appointments to graduate and professional school students at all levels and in all disciplines. Meet with a graduate writing consultant to work on writing issues ranging from style and argumentation to grammar and syntax. If you need help with grammatical issues, the writing consultants are happy to help, but the goal of the consultation is to increase your skill level, confidence and independence as a writer. The Graduate Writing Center also offers a variety of writing workshops and programs year-round. Please see the GWC website for more information at <http://gsa.asucla.ucla.edu/gsrc/gwc/index.htm>.

## THE TA AND THE DEPARTMENT

Your department is responsible for all of your work as a TA, from allocating your assignment to supervising and evaluating your classroom performance. If you have a question relating to your TAs, your department is the primary source to consult. Departmental administrative assistants are often good sources of information on administrative matters. The faculty member in charge of the course you are teaching will also be able to answer many questions for you. The chairperson has the ultimate responsibility for TAs in the department, although in large departments this responsibility may be delegated to a vice chairperson or to a graduate advisor.

Departments generally provide TAs with office space, computer labs, laboratory space, and other facilities necessary for effective teaching. These usually include a desk, shelf space, mailbox, and access to a computer, duplicating equipment, and campus telephone.

Your department should perform periodic reviews and evaluations of its TAs and make the results of such evaluations available to the TAs on a confidential basis. Departments handle the evaluation of TAs in a variety of ways. The faculty member who is responsible for the instruction of the course to which a TA is assigned is expected to visit the TA's sections periodically. In addition,

most departments utilize student evaluations as a means of assessing TA performance.

### **The Department Chairperson**

Appointed by the Chancellor, after consultation with the tenured members of the department and the appropriate Dean, the chairperson of a department occupies an important position in the University. As leader of the department, the chairperson is responsible for guiding the programs of the department in teaching, research, and other functions – or the recruitment, selection, and evaluation of both academic and staff personnel – and for receiving questions, complaints, and suggestions from faculty, staff, and students and taking appropriate action as required.

The department chairperson affects the TA in that the chairperson's responsibilities include making teaching assignments and other duties to members of the department, preparing the schedule of departmental course offerings, making arrangements for the counseling of students, and arranging for the training and supervision of teaching assistants. Basically this means that the chairperson has the final say in most teaching matters.

In carrying out his or her responsibilities, the chairperson is expected to seek the advice of department faculty colleagues and to conduct departmental affairs in an orderly fashion through departmental meetings and the appointment of appropriate committees. The chairperson is also expected to seek student advice on matters of concern to students enrolled in the department's programs.

In large departments, the chairperson may be assisted by the vice chairperson or other colleague and, in some cases, by an executive committee. It is important to remember that as a TA you have input on the manner in which teaching is conducted in your department. If you have suggestions, you should pass them along to your department chair or to the individual who is responsible for teaching in your department (for example, the vice chairperson).

### **The Graduate Advisor**

Each department has a graduate advisor who plays a key role in the academic lives of graduate students and in the functions of the Graduate Division. The graduate advisor is the official deputy of the Dean of the Graduate Division in matters affecting graduate students in his or her department, school, or interdepartmental degree committee. The relationship between the Graduate Division and the advisor is a close and cooperative one. A major objective of each is to guide students through the various steps necessary for the attainment of their certificates or higher degrees. The graduate advisor is nominated by the department chairperson and appointed by the Dean of the Graduate Division.

Graduate advisors are often a great source of information. These individuals possess extensive experience with UCLA and departmental policies and procedures and can save you a great deal of time and trouble if you seek advice from them. You will consult with your graduate advisor both in your role as TA and as graduate student; for this reason, this relationship is important to nurture.

### The TA Consultant

Departments that participate in the Teaching Assistant Training Program are awarded funds to hire an experienced TA as a Teaching Assistant Consultant (TAC). TACs work with faculty advisors in developing, organizing, and implementing departmental TA training programs. Duties of the position range from instruction in teaching methodology and development of advanced seminars in teaching with technology to peer observation in the classroom and videotaping. TACs are selected by the individual departments and, while providing a link with the campuswide program, function primarily for the benefit of TAs within the department. The TAC is another great resource to help with any type of TA issues.

### The Technology TA Consultant

In addition to applying for a TA Consultant (TAC) position, departments may also apply for a Technology TA Consultant (TTAC) position. The TTAC's job duties include teaching department-specific technologies (usually in seminars numbered 496 or 495B) to TAs who will be using this technology in their classes. It is the duty of the TTAC to help TAs learn to make appropriate use of technology in teaching.

### Technology Support

Many departments and divisions on the UCLA campus have units that offer support for technology. In the Humanities, for example, most departments have Instructional Technology Consultants (ITCs) whose job is to oversee course websites and assist with any technological problems or questions you may have in your role either as a graduate student or as a TA. Contact your faculty advisor or your department's student affairs officer for information on your ITC.

## THE TA AS GRADUATE STUDENT

This section addresses a number of issues important to you as a graduate student. These include time management, the Career Center, and special teaching opportunities.

### Time Management

One of the hardest aspects of being a TA is juggling the roles of both TA and graduate student. In addition to these two jobs, it is also important for you to take

time out for yourself and to cultivate interests outside of your work at UCLA. In order to fulfill these multiple and sometimes conflicting roles it is essential that you manage your time efficiently. Here are some tips to help you in this regard:

#### *Learn to Say No*

You do not have to agree to every request made by your students or your supervising instructor. While you are obligated to fulfill your duties, many requests fall outside reasonable expectations. Also, you should not feel that you have to justify your refusal.

#### *Prioritize Tasks*

Each week make a "to-do" list. Before putting an item on the list you should ask yourself: Does the task have to be completed this week? Can I delegate it to someone else? Is it really necessary to do this task at all?

#### *Write down your goals, appointments, and to-do lists*

A personal organizer, either electronic or pen and paper, can be invaluable in tracking appointments and maintaining your to-do list. The key is to make sure you use your organizer every day. Whenever you sit down to study, conduct office hours, or do research, open up your organizer and browse through it so you are fully aware of your goals and commitments for the day.

#### *Schedule Research and Downtime*

You should block out time specifically to do research, writing, recreational, or social activities. Treat these appointments as you would meetings or other scheduled appointments.

#### *Seek Help from Other TAs*

Each fall quarter TA Consultants (TACs) from across campus get together to learn about teaching. Although they all are experienced TAs who have taught for many quarters, they always learn new methods or get new ideas from each other. Most departments have a TAC who can be consulted for ideas about teaching or about how to juggle multiple roles. You can also consult experienced TAs who possess a wealth of ideas and suggestions. Often just talking to other TAs about classroom problems or new teaching ideas can help you discover solutions to issues you may be facing. If you wish to join campuswide listservs (email discussion groups) on teaching issues, visit or contact the TA Training Program at 190 Powell, 310-206-2622, [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu), [www.oid.ucla.edu/tatp](http://www.oid.ucla.edu/tatp).

### Career Center

For graduate students, the Career Center offers a range of services, including curriculum vitae (CV) workshops. CV workshops are held several times during the academic year and space is limited so an RSVP is often

required. For more information regarding CV workshops or to find out the times and locations of future workshops and to make a reservation, contact the Career Center at 310-206-1915.

The Career Center building is located at 501 Westwood Plaza, Floors 2 & 3 (Corner of Westwood Plaza and Strathmore). Hours are 9 a.m. - 5 p.m. weekdays. You can also get information by visiting their website at [www.career.ucla.edu](http://www.career.ucla.edu).

## Special Teaching Opportunities for Graduate Students

### *The Collegium of University Teaching Fellows*

The Collegium of University Teaching Fellows (CUTF) program office is located in 70 Powell Library Building and is open Monday-Friday 8 a.m.–noon and 1 p.m.–5 p.m. (310-206-8998, [cutf@oid.ucla.edu](mailto:cutf@oid.ucla.edu), [www.oid.ucla.edu/cutf](http://www.oid.ucla.edu/cutf)). The CUTF provides graduate students who have advanced to doctoral candidacy an opportunity to develop and conduct a lower division seminar in their area of specialization. It also allows undergraduate students a chance to experience a small size seminar environment and to interact with graduate students whose work represents the ‘cutting edge’ of their discipline.

Applications are available during Winter Quarter and require submission of a proposal for the course the graduate student wants to develop and teach. The submitted proposals are reviewed during Spring Quarter and approximately 15 fellows are selected. Selected fellows are required to enroll in a 596 seminar during the following Fall Quarter to assist in course preparation and to discuss pedagogical skills. For more information regarding the CUTEF, the CUTF application, and applicant requirements, please contact the CUTF program office.

## THE TA AND UNIVERSITY POLICY

As a TA, you are one of a group of more than 1,500 graduate students who are serving as teaching assistants at UCLA. A teaching assistantship affords a unique opportunity to acquire teaching experience and skills that will help you in any future teaching career. Additionally, collaborating with professors and communicating with undergraduates provides experiences that will be useful to you in any field you ultimately choose.

UCLA is a large and complex institution. The purpose of this section is to help you understand the policies that pertain to you in your role as TA by providing basic information regarding how the TAship works, describing University TA policy and practices, and the units in the University that share responsibilities for various aspects of the TAship. This information is designed to answer some of your questions and to help you find the appropriate sources and materials for additional information.

## Apprentice Personnel: Teaching Assistants, Associates, and Fellows

Graduate students who are appointed to teaching assistantships are in the category referred to as academic apprentice personnel. They must be registered students in full-time residence and are employed for a maximum of 20 hours per week. The objectives and conditions of academic apprentice personnel appointments are different from those of regular staff employment. The purpose of a TAship is to afford graduate students a preparatory training experience for future teaching and research-oriented careers, as well as to augment the University’s resources for graduate student support.

The employment of academic apprentice personnel is governed by a contract between the University and SAGE, the Student Association of Graduate Employees (UAW Local 2865). The contract can be found at [http://atyourservice.ucop.edu/employees/policies/systemwide\\_contracts/uaw/index.html](http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index.html). There are three categories of academic apprentice personnel: Teaching Assistant, Teaching Associate, and Teaching Fellow. Appointment and advancement are determined by academic status, performance, prior experience, scholarship, and promise as a teacher.

In this TA Handbook all academic apprentice teaching personnel are referred to collectively as TAs, regardless of rank.

### *Teaching Assistant*

This is the first step in the three levels of teaching positions available to graduate students. Teaching assistants serve as course assistants for undergraduate courses and are supervised by faculty members. The duties of teaching assistants are varied and may include assisting the faculty member in the preparation of course materials; conducting discussion, quiz, laboratory or field sections scheduled by the faculty member; assisting in the evaluation and grading of students; holding office hours; and proctoring examinations.

### *Teaching Associate*

This is a graduate student who has completed the requirements for a master’s degree or at least 36 units of coursework and has had at least one year of approved teaching experience; these are the minimum University requirements for the position of teaching associate. Teaching associates are responsible for the same types of duties as those performed by teaching assistants. Like teaching assistants, they are supervised by the faculty member in charge of the course to which they are assigned.

### *Teaching Fellow*

A teaching fellow has been formally advanced to candidacy for a doctorate and has at least two full academic years of approved teaching experience. Teaching

fellows are advanced course assistants and apprentice teachers who may provide the entire instruction of a lower division course, but they are permitted to do so only under the general supervision of the faculty member in charge of the course. Teaching fellows may also perform duties similar to those of teaching assistants and associates.

In general, teaching assistants and associates may be given responsibility for the conduct of recitation, laboratory, or quiz sections under the active tutelage and supervision of faculty members. Teaching assistants and associates are not to be given responsibility for the instructional content of a course, for the selection of student assignments, for planning examinations, or for determining students' final term grades.

### **Student Association of Graduate Employees (SAGE)**

In 1999, the graduate students at UCLA voted to be represented by the Student Association of Graduate Employees, International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW), AFL-CIO. Please see the Fee Remission Benefits page at [www.gdnet.ucla.edu/gss/library/feesintro.htm](http://www.gdnet.ucla.edu/gss/library/feesintro.htm) for details on the Fee Remission benefits included in this contract. For more information about specific contract questions, please refer to the contract which can be found at [http://atyourservice.ucop.edu/employees/policies/systemwide\\_contracts/uaw/index.html](http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index.html).

### **Workload (Article 30 in Contract)**

Teaching assistants, associates, and fellows are customarily employed for a 20-hour work week, which is the equivalent of 50 percent time (100 percent time would be the traditional 40-hour work week). According to the union contract, a graduate student TA can work no more than 220 hours per quarter. Some departments hire TAs to work fewer than 20 hours per week (for example, 10 hours per week, or 25 percent time). University regulations prohibit the employment of students in apprentice titles for more than 20 hours per week. Exceptions to this policy are possible only through a formal request from departments to the Graduate Division. These requests are carefully evaluated to determine if special circumstances warrant the exception and are not routinely granted. If you have any questions, please contact the Graduate Student Support Office at 310-825-1025 or refer to the union contract at [http://atyourservice.ucop.edu/employees/policies/systemwide\\_contracts/uaw/index.html](http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index.html).

Per contract, a TA with a 50% appointment cannot be assigned a workload of more than 220 hours per quarter (and proportionally less for other percent appointments). In addition, a TA with an appointment of 50% or less cannot be assigned a workload of more than 40 hours in any one week, and the numbers of hours in

excess of 20 hours per week may not total more than 50 hours per quarter.

The 20 hours per week of a typical TA appointment is intended to include time spent in preparation, teaching, office hours, reading, grading and attending lectures of the faculty member in charge of the course.

The teaching load should allow time for TAs to fulfill their own academic obligations as graduate students. Teaching assistants are required to take at least eight units per quarter in addition to their teaching for the duration of their appointments. This minimum course load establishes their full-time enrollment status for academic purposes.

For complete information regarding basic academic regulations for graduate students, see the General Catalog available in the ASUCLA Students' Store and online at [www.registrar.ucla.edu/catalog](http://www.registrar.ucla.edu/catalog). You can also refer to Standards and Procedures for Graduate Study at UCLA, available in your department and the Student and Academic Affairs Office, 1255 Murphy Hall or online at [www.gdnet.ucla.edu/gasaa/library/spintro.htm](http://www.gdnet.ucla.edu/gasaa/library/spintro.htm).

### **Appointment, Reappointment, and Duration of Employment**

Appointments to the apprentice titles of Teaching Assistant, Associate, or Fellow are for one quarter, two quarters, or an entire academic year (three quarters, October 1 through June 30) and are self-terminating. The appointment period reflects the service period, which extends from the opening day of Fall Quarter to the closing day of Spring Quarter (see the General Catalog for dates). Graduate students are appointed to the apprentice category for which they qualify as of two weeks prior to the date on which employment begins.

Initial appointment to a TAship is based on academic excellence, promise as a teacher, and other criteria established by the hiring department. Reappointment is based on both academic progress and performance as a teaching assistant.

### **Termination of Employment**

According to the union contract, the University may discipline or dismiss a TA for just cause. For more information on discipline, termination and grievances please refer to the union contract online at [http://atyourservice.ucop.edu/employees/policies/systemwide\\_contracts/uaw/index.html](http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index.html).

### **Financial Support**

The payment scale for Teaching Assistants, Associates and Fellows can be obtained from the departmental graduate advisor. TA financial support is treated as wages and is taxable as such. The University is obligated by law to withhold taxes.

The pay scale is based on 50% time (20 hours per week). Annual salaries are payable in nine monthly

installments, three each quarter. The first installment is payable on the first day of every month beginning with November unless the 1st falls on a Saturday, Sunday, or a Monday holiday. Also note that you will not receive a check on January 1 since it is a university holiday; technically you will receive your January 1 paycheck on the first business day following the January 1 holiday. The last installment will be issued on July 1. For additional information, including the pay scale for Teaching Assistants, Associates, and Fellows visit [www.gdnet.ucla.edu/gss/appm/appmintro.htm](http://www.gdnet.ucla.edu/gss/appm/appmintro.htm).

### Benefits

Graduate students serving as TAs qualify for benefits and should consult their departments for details regarding all of the benefits described here.

### Health Benefits (Article 13 in Contract)

All UCLA graduate students are required to carry medical insurance. The amount of the medical insurance premium is included in your registration fees each term. Graduate students holding TA appointments at 25% time or more for the entire academic term qualify to have their medical insurance premiums paid by the University for that term. For graduate students who qualify, an award transmittal for the medical insurance premium will be processed by the department through the Office of Graduate Student Support.

Payment for UCLA medical insurance coverage is not required of students who can demonstrate that they independently have adequate coverage. A waiver form for this purpose is included in your registration packet and must be submitted with your registration fees payment each term. The waiver deadline cannot be extended for any reason. You can also waive out of GSHIP online at <https://www.studenthealth.ucla.edu> (click on "Insurance", then "Ship Enrollment & Waiver Page"). For details about medical insurance coverage, contact the Arthur Ashe Center at 310-825-4073 (option 4, option 1) or visit [www.studenthealth.ucla.edu/](http://www.studenthealth.ucla.edu/) and click on "Insurance."

### Fee Remission (Article 10 in Contract)

Graduate students holding TA appointments at 25% time or more for an entire term qualify to have part of their education and registration fees paid by the University for that term. If you qualify for these remissions, your hiring department must complete an award transmittal prior to established deadlines. Upon receipt of the transmittal form, the Office of Graduate Student Support will forward your remission payment to your SBAR account, prior to registration billing. Contact the Office of Graduate Student Support at 1228 Murphy (310-825-1025) for more information.

### Nonresident Tuition Fellowships

A limited number of nonresident-tuition fellowships are available each academic year. They are awarded to graduate students by departmental recommendation and are limited by the amount of funds available to the department. Applicants must be enrolled in a full-time program of study and may not be recipients of awards from federal, state, or private foundations that provide tuition coverage. The nonresident-tuition fellowships may not be awarded to students financially sponsored by foreign governments.

You will be notified by the Office of Graduate Student Support if you are recommended by your department for a nonresident-tuition fellowship. Continuing students whom the Office of the Registrar's Residence Clerk determine to be eligible for reclassification as residents and who choose not to be so reclassified are not eligible to receive nonresident-tuition fellowships.

### Deferment of Registration Fees

As a TA, you are eligible to receive a deferment of the registration and/or nonresident-tuition (if applicable) fees for the quarter(s) in which you are appointed. In order to receive a deferment, you must request one from your department of appointment at the time registration materials are distributed; only your department of appointment is authorized to issue a deferment to you.

Deferred fees can be paid on their due date in person or by mail. The payment should be addressed and forwarded to the Main Cashier's Office at 1125 Murphy Hall and should indicate the quarter for which the fee was deferred; their phone number is 310-825-9194. For payback deadlines see your departmental Graduate Student Advisor.

Students issued fee deferments are responsible for ensuring that their financial obligation to the University is met on or before these payback deadlines. Anticipated or pending financial support from the Financial Aid Office or the Graduate Student Support Office may not be available by the payback deadlines. Students paying after the deadline dates are subject to a late fee.

### Advance Loan Check

Your first TA paycheck is issued on the first of every month beginning with November unless the 1st falls on a Saturday, Sunday, or a Monday holiday. If you need funds prior to the November payday, you are eligible to receive upon request a check in advance as a short-term interest-free loan, in an amount based upon the current TA compensation level. Your loan will be repaid through payroll deduction. One-half of the loan is deducted from your second paycheck and one-half from your third paycheck.

If you wish to receive this loan, ask your hiring department for a completed form authorizing the issuance of an advanced loan check. Take the form to the

Graduate Division, Office of Graduate Student Support, 1228 Murphy Hall. The check will be available five working days after you submit the authorization and can be picked up at the Student Accounting Office in B-303 Murphy Hall.

### **Additional Financial Assistance**

You may be eligible for financial assistance in addition to your teaching assistantship. The Office of Graduate Student Support (1228 Murphy Hall) and the Financial Aid Office (A-129J Murphy Hall, [www.fao.ucla.edu](http://www.fao.ucla.edu)) are two separate offices that cooperate to offer several types of assistance.

Financial aid awards are based on need, which is computed according to a need-analysis formula approved by the Federal government. Two types of aid are available to graduate students: low-interest deferred-payment loans and work-study employment. The availability and due date for completed application of the financial aid packet (available in the Financial Aid Office) can be found by contacting the Financial Aid Office or by visiting [www.fao.ucla.edu](http://www.fao.ucla.edu).

International students who hold F-1 student visas or other temporary visas are not eligible to apply for need-based financial aid. In general, single students who hold half-time teaching assistantships for the academic year are usually ineligible for financial aid since their TAship income exceeds the standard cost of attendance allowed for need-based aid applicants. However, all students are encouraged to apply for aid. A detailed description of all financial aid programs administered by the UCLA Financial Aid Office is provided on the UCLA website at [www.fao.ucla.edu](http://www.fao.ucla.edu).

Financial aid counselors are available to answer questions by appointment on weekdays from 9 a.m. - 5 p.m. at A129J Murphy Hall. For more information, call the Financial Aid Office at 310-206-0400. If you wish to receive additional assistance, you can check with your department and the Financial Aid Office to determine the type of aid for which you qualify.

Apart from the need-based financial aid, the Graduate Division administers a variety of merit-based programs. These are described in UCLA Graduate Student Support, which is mailed to all registered graduate students in the fall or which can be accessed online at [www.gdnet.ucla.edu](http://www.gdnet.ucla.edu).

### **Parking and Transit (Article 20 in Contract)**

Teaching assistants may request a staff parking permit through their departments or they may apply for a student permit by submitting a Student Parking Request Form to Parking & Commuter Services. Application forms for staff parking permits are available through your department. Requests for student parking permits are available at Parking & Commuter Services, which is located at 555 Westwood Plaza, Suite 100 (310-794-

RIDE). See the calendar for Student Parking Request deadlines. For additional information visit [www.transportation.ucla.edu](http://www.transportation.ucla.edu).

### **Vacation and Sick Leave**

Teaching assistants, associates, and fellows are appointed on a nine-month basis and are not eligible to accrue vacation or sick leave credit. TAs, as graduate students, may take advantage of the Student Health Service privileges available to all students. See the TA contract for more information about vacation and sick leave policy.

### **Conduct and Discipline**

Apprentice personnel are bound by the ethical precepts of the academic profession and are subject to university policy that establishes their institutional obligations. Violations constitute the basis for disciplinary action, subject to the procedural safeguards outlined in Policies and Procedures for Academic Apprentice Personnel. As a TA, if you observe or hear of incidents of harassment or intimidation, please contact one of the Harassment Information Centers listed at the end of this section.

### **Teaching Assistant Grievance and Arbitration Procedures**

The union contract outlines grievance and arbitration policies and procedures in Article 11. You can find this information about the grievance process at [http://atyourservice.ucop.edu/employees/policies\\_employee\\_labor\\_relations/collective\\_bargaining\\_units/academicstudentemployees\\_bx/contract\\_articles/ase\\_agreement\\_2007-2009.pdf](http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/academicstudentemployees_bx/contract_articles/ase_agreement_2007-2009.pdf) beginning on page 10 of the contract.

### **Student Privacy**

The Federal Family Educational Rights and Privacy Act (FERPA) prohibits the disclosure of personally identifiable student records, which includes homework, examinations, term papers, etc., whether graded or ungraded. When such records are personally identifiable by name, initials, name abbreviation, or a number that is known to others, the records must be maintained in confidence unless the faculty member, instructor, TA, or other university employee has the express consent of each student to treat the records in a non-confidential way. A student number and/or a social security number are considered personal identifiers. When such records are ready for disposal, they should not be placed where others might peruse them. They should be disposed of in a manner that maintains student confidentiality. Please see Appendix IX of the Faculty Handbook for more information, at:

<http://www.apo.ucla.edu/facultyhandbook/9.htm>

## Student Diversity

The University is committed to a community of diversity. A community of diversity can be said to exist when differences are understood, respected, and appreciated. Teaching assistants are expected to foster understanding of the diverse elements of the University community. TAs should neither engage in, nor have to tolerate, prejudicial attitudes toward, race, national origin, religion, ethnicity, gender, disabilities, or sexual orientation. The following is an excerpt from an article written by former Chancellor Albert Carnesale for the Daily Bruin on November 3, 1998:

“For more than three decades, UCLA and the University of California have worked diligently toward ensuring that the student body of our state’s great public university system mirrors the ethnic and cultural diversity of California itself. Commendable progress was made; UCLA and her sister campuses take pride in their role of preparing leaders from and for all segments of our society, not just a chosen few.

Although it is one of UCLA’s most cherished hallmarks, we do not seek diversity for diversity’s sake. Students learn not only from their professors but also from each other, and they benefit most when their classmates reflect many different backgrounds, experiences, and cultures. UCLA has proven conclusively that academic excellence and diversity are compatible and, in fact, mutually reinforcing.”

## Sexual Harassment and Gender Discrimination

Students may be discouraged, angered, or confused by sexist or homophobic attitudes communicated in the classroom setting. These feelings are not conducive to a good learning experience; sexist and homophobic behavior by faculty or other students can undermine self-confidence and foster feelings of helplessness or marginality. No instructor should treat students differently on account of their sex or their orientation, for example, by:

*Making comments that disparage any particular sex or orientation in general, their intellectual ability, or academic commitment*

*Diverting discussion of a student’s work toward a discussion of his or her physical appearance*

*Relying on sexist or bigoted humor as a classroom device*

*Making eye contact more often with one or the other sex*

*Nodding and gesturing more often in response to questions and comments from one sex rather than the other*

*Interrupting one sex more often*

*Addressing the class as if only one sex were present*

*Calling students of one sex by name more often than students of the other sex*

*Phrasing classroom examples in a way that reinforces stereotyped and negative views*

*Using classroom examples, which reflect stereotyped ideas about social and professional roles*

*Making direct sexual overtures*

The University of California is committed to creating and maintaining a community in which students, faculty, administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including those of a sexual nature. Specifically, every member of the UCLA community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by University policy. It is the intention of the University to take whatever action needed to prevent, correct and, if necessary, discipline behavior which violates this policy.

Sexual harassment is defined, for purposes of this policy, as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The following constitutes sexual harassment:

*Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other University activities.*

*Submission to or rejection of such conduct by an individual is used as a 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.*

In determining whether the alleged conduct constitutes sexual harassment, consideration should be given to the record as a whole and to the totality of the circumstances, including the nature of the sexual advances and the context in which the alleged incidents occurred.

Complaints of sexual harassment may be effectively resolved through informal intervention. Alternatively, a complainant may discuss the matter initially with the alleged offender’s supervisor or department chair. Complainants are not, in any case, required to participate in informal counseling before filing a formal complaint. A complainant can also contact the Sexual Harassment Office for information at 310-206-3417, 2241 Murphy Hall, pthomason@conet.ucla.edu. Other information is available at [www.sexualharassment.ucla.edu](http://www.sexualharassment.ucla.edu).

A complainant who wishes information or confidential assistance regarding options for addressing harassment may visit or contact the Campus Ombuds Office at Strathmore Building, Suite 105, 310-825-7627, [www.ombuds.ucla.edu](http://www.ombuds.ucla.edu). The ombudspersons are neutral, independent, informal complaint-handlers. They listen, offer information about University policies and procedures, help identify ways to address fears of retaliation, and assist in learning how to deal with a problem directly on their own. The ombudspersons may serve as mediators or shuttle diplomats, and may also help bring problems to the attention of appropriate administrators if there is permission and agreement between the complainant and the ombudsperson that this might be helpful. The Ombuds Office may also be of help in informing the individual about other campus resources that might provide assistance. Finally, the Ombuds Office can inform the complainant of ways to initiate a formal grievance procedure.

Copies of the various formal procedures for consideration of complaints of sexual harassment may be obtained from departmental offices, the Ombuds Office, and the Campus Counsel's Office at 3149 Murphy Hall, 310-206-6985. Also, refer to Article 19 of the contract about non-discrimination in employment and sexual harassment.

### **Complaints Against Teaching Assistants**

A person who alleges that an apprentice appointee has violated University policy or professional ethics normally addresses the complaint to the department chairperson who has jurisdiction over the individual's appointment. The chairperson is empowered to lodge a formal complaint against the individual with the dean of the school or college under whose jurisdiction the department falls. The formal complaint consists of a written statement of the facts that allegedly constitute a violation of University policy or professional ethics. A copy of the statement is sent to the individual against whom the complaint has been lodged.

If the dean concludes that there is a clear probability that the individual's continued assignment to his or her regular duties would endanger the University or substantially impair the integrity of the academic program, the dean may place the individual on full or partial interim suspension with pay, pending resolution of the case. Upon investigating the facts of the case, the dean may impose appropriate disciplinary sanctions including written censure, suspension, or dismissal, subject to the procedures for termination.

The dean informs the chancellor, the dean of the Graduate Division, the department chairperson who has jurisdiction over the individual's appointment, and the individual, of the decision and of any sanctions to be imposed. When the sanction to be imposed involves

dismissal, the dean must give notice in accordance with the policy on termination.

In any case resulting in the imposition of a sanction, the individual has the right to appeal under the Campus Appeal Procedure. See also Article 7 in the union contract.

### **Union Contact Information (UAW 2865)**

The UAW 2865 website address is [www.uaw2865.org](http://www.uaw2865.org). To contact your union steward, call 310-208-2429 or email [losangeles@uaw2865.org](mailto:losangeles@uaw2865.org).

### **Other Means of Resolving Complaints**

The following alternative channels are open to TAs who do not wish to use the Campus Appeal Procedure:

#### ***Informal Consultation***

The teaching assistant should discuss the matter with the faculty member concerned, and together they should make an effort to resolve the problem. In attempting to do this, each is expected to consult with other persons, including the department chairperson.

#### ***College and School Deans***

A TA who wishes to make a complaint about the department chairperson, or about the department as a whole, may take the matter to the appropriate dean in the College of Letters and Science (2300 Murphy Hall, 310-825-9009) or to the appropriate dean of the school or college concerned.

#### ***The UCLA Office of Ombuds Services***

The UCLA Office of Ombuds Services is a conflict management resource that serves all members of the campus community, including Teaching Assistants. The Ombuds Office offers a safe place to discuss employment issues (including sexual harassment), interpersonal conflicts, academic concerns, policy questions, bureaucratic frustrations, ethical challenges, and other campus-related problems. Visitors can expect that their identity and concerns will be kept confidential by an impartial Ombudsperson. In addition, because the Ombuds Office is independent and informal, discussing an issue with an Ombudsperson does not put the University on notice or initiate a formal process. The Ombuds Office helps its visitors get information, identify serious issues, develop resolution options, resolve disputes informally, manage conflict, and learn more productive ways of communicating. The Office also seeks to promote fair conflict management by identifying systemic concerns. The Ombuds Office is located in Strathmore Building, Room 105 (310-825-7627, [www.ombuds.ucla.edu](http://www.ombuds.ucla.edu)) and is open from 8 a.m. - 5 p.m., Monday through Friday.

**Conflict Mediation Program**

The UCLA Office of Ombuds Services can facilitate conversations and mediate disputes of campus issues including racial, ethnic, and other diversity-related matters. The Ombuds Office is a confidential, neutral, independent and informal resource for faculty, staff and students, and is located in Room 105 of the Strathmore Building. Appointments are available by calling 310-825-7627.

UAW Local 2865-Los Angeles Office  
<http://www.uaw2865.org/home/home.php>  
310-208-2429

Campus resources for dealing with grievances or harassment include:

Campus Ombuds Office  
105 Strathmore Building  
[www.ombuds.ucla.edu](http://www.ombuds.ucla.edu)  
310-825-7627

Center for Student Programming  
105 Kerckhoff Hall  
<http://www.studentactivities.ucla.edu/>  
310-825-7041

Center for Women & Men,  
Student Activities Center  
220 Westwood Plaza, Suite B44  
[www.thecenter.ucla.edu](http://www.thecenter.ucla.edu)  
310-825-3945 or 310-206-8240

Dean of Students Office  
1206 Murphy Hall  
[www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)  
310-825-3871

Office of International Students & Scholars  
106 Bradley Hall  
[www.intl.ucla.edu](http://www.intl.ucla.edu)  
310-825-1681

Office of Residential Life  
370 De Neve Drive  
[www.orl.ucla.edu](http://www.orl.ucla.edu)  
310-825-3401

Sexual Harassment Office  
2241 Murphy Hall  
[www.sexualharassment.ucla.edu](http://www.sexualharassment.ucla.edu)  
310-206-3417

Student Legal Services  
70 Dodd Hall  
[www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu)  
310-825-9894

Student Psychological Services  
John Wooden Center West  
[www.sps.ucla.edu](http://www.sps.ucla.edu)  
310-825-0768





# Your Students

The UCLA undergraduate student population is one of the most ethnically diverse in the country and that diversity offers students and faculty a wealth of perspectives, resources, and talents from which they might draw to enhance the educational experience at UCLA. It is helpful to be aware of this diversity in the classroom. Since students come from a wide variety of backgrounds, they may have different learning styles from the TA and from each other. The following sections summarize the demographic and academic characteristics of the students whom TAs may find in their classes.

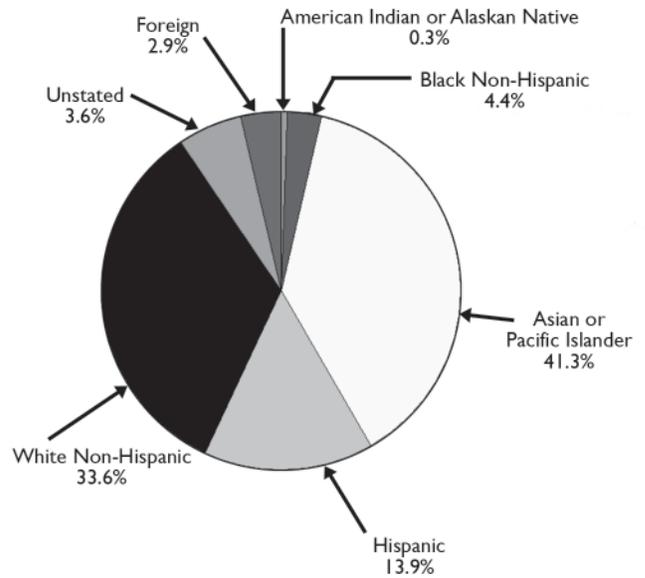
## GENDER DISTRIBUTION OF STUDENTS

Women outnumber men in the undergraduate program. Approximately 55.5% of the 24,175 undergraduates in the fall of 2007 were women and 44.5% were men. These percentages remain fairly constant when comparing upper and lower division proportions of men and women.

## ETHNIC DIVERSITY

The University holds advancement of the ethnic diversity of its students, faculty, staff, and administrators as a high priority. The diversity of UCLA's student population – nearly equally divided between men and women – yields the wide range of opinions and perspectives essential to a great university. Although most students come from California, UCLA has students from all 50 states and more than 100 countries. The University now enrolls one of the most ethnically and culturally diverse undergraduate student populations – both in total stu-

Ethnicity Breakdowns of UCLA Undergraduates  
Fall 2007



dents and as a percentage of enrollment – of any major public or private university in the U.S. In 2007, ethnic minorities comprised about two thirds of the undergraduate student population.

## **ETHNIC PROPORTIONS OF FRESHMAN CLASS**

UCLA has always had a rich mixture of ethnic groups on its campus. However, over the last few years UCLA has become one of the most diverse campuses in the country. A total of 18.6% of the 2007 freshman class identified themselves as Black/African American, Hispanic, or American Indian; Asians constituted over 41.3% of that same class.

## **GEOGRAPHIC ORIGIN**

The ethnic diversity and pluralism represented in the profile of UCLA undergraduates is very much a reflection of the diversity of Los Angeles, California, and the West Coast. In the fall of 2007, 43.5% of UCLA undergraduates lived in Los Angeles County at the time of admission and 92.5% of all undergraduates were, more generally, residents of California.

## **SAT SCORES & GPAs OF UCLA FRESHMEN**

The average SAT Verbal score of UCLA freshmen in 2007 was 619. The average SAT Math score of UCLA freshmen in 2007 was 657. The average SAT Writing score of UCLA freshmen in 2007 was 627. The average GPA was 4.17.



# Beginning to Teach

This chapter discusses a number of issues TAs should consider as they begin their teaching career, including what to do before the first day of class, questions to ask the course instructor, and grading and University policy.

## BEFORE THE FIRST DAY

One of the most important steps you can take to relieve anxiety about teaching is to prepare for your class well before the first day. The better prepared you are when you walk into the classroom for the first time, the less you'll have to worry about.

The first step in preparing for your class is to talk to the instructor who will be leading the course. Ideally you should set up a meeting with the instructor as soon as you know your teaching assignment. Below is a list of questions you might ask during this meeting.

## QUESTIONS FOR THE INSTRUCTOR WHO WILL BE LEADING THE COURSE

As you prepare for the term ahead, your instructor's answers to the following questions will be very useful:

*May I get a copy of the syllabus?*

As a TA it is important that you review the instructor's syllabus so that you have a thorough understanding of the material to be covered as well as an idea of the timing of exams, quizzes, weekly topics, etc.

*What are the objectives of the course?*

Identify specifically what the instructor expects students to have learned or to be able to do by the end of the term. A good syllabus will explain the objectives of the course. However, you may need to expand or further explain these objectives in your

section in order to help students understand them, and obtaining more details from the instructor will help with this task.

- *Is the course a prerequisite for majors?*
- *Is the course a General Education requirement for non-majors?*
- *What days and hours does the class meet?*
- *How many students will I have in my section?*
- *Where can I obtain a list of students who are formally enrolled in my lab or discussion section?*  
If you visit [my.ucla.edu](http://my.ucla.edu) and login using your UCLA logon username and password, you can download a course roster under the section entitled, "My Courses."
- *What is your policy about adding students at the start of the quarter (for instance, giving Permission-to-Enroll, or PTE, numbers)?*
- *What is your late assignment/exam policy?*
- *What is the procedure for dealing with student grading disputes?*
- *Who are the other TAs for the course? Will we be required to address the same material in each of our labs or will we be able to operate independently from one another as we see fit?*
- *What are my responsibilities as a TA?*
- *Do I run labs or sections? Will I be expected to lecture? Should I organize review sessions?*
- *If I am leading discussions, should I explain the information in the lecture? Should I prepare my own material or problem sets?*
- *Where do I go to obtain material or problem sets used by my predecessors?*
- *Should I set up the discussion in a lecture style or as a question-and-answer session?*
- *Will I be expected to grade papers, assignments, and/or exams?*
- *Will I be responsible for creating assignments or exam*

questions? If this is the instructor's responsibility, will I have input, or at least be able to see the exams ahead of time?

- Am I responsible for photocopying and/or other administrative tasks?
- Am I responsible for the course website?

After speaking with the instructor you should have a better idea of the scope of your assignment. You can then more easily make decisions about how to prepare for your part of the course. For example, you may decide to create a separate syllabus for your section or lab in order to outline the activities and topics that will compliment the material from lectures. Or, you may want to study some of the course readings in advance if the class is one you have not taken before. If there are other TAs for the course, you should get together with them to discuss relevant issues and compare notes.

## ONE WEEK BEFORE CLASS

The TA appointment runs for 13 weeks and officially begins one week before classes start. It is a good idea to use the week before classes to make preparations for the quarter and, especially, for the first day. Below is a checklist of tasks that you should complete during the week before classes start:

### *Preview the Classroom*

Make sure you know the location of your assigned classroom because you don't want to be late to class on your first day. You can also take this opportunity to familiarize yourself with the set-up of the room and determine how it might affect classroom dynamics. For example, if the desks are bolted to the floor and facing forward, discussions/group work might be challenging.

### *Check for Appropriate Teaching Equipment*

You'll also want to ensure that the classroom has everything you need in terms of equipment, such as a projector and screen for computer presentations, internet connection, overhead projector, etc. In addition, does the equipment work? Can you raise and lower the projector screen? Is the light bulb in the overhead projector working? If you require audiovisual equipment that is not present in the room, or need repairs to equipment that is present, contact OID's Audio Visual Services (AVS) at 310-206-6591 for assistance.

You'll also want to determine if you need to bring any of your own supplies, such as color chalk or dry-erase markers.

### *Prepare Necessary Materials*

Is your syllabus complete? If not, now is the time to finish it and any other materials that you wish to hand out on the first day. The box titled "Preparing a Syllabus

for a Lab or Discussion Section" on the following page will give you more specific tips for preparing a successful syllabus. You will want to ensure that you make extra copies of the course syllabus and any other first-day handouts because additional students may have enrolled at the last minute while others may appear who are not on your course roster but who nevertheless want to enroll in your class. You should ask the administrative personnel in your department what the procedures are for making photocopies. Additionally, you may want to fill out the "UCLA Instructor's Quick Reference Sheet" on page 41 of this handbook. Like the syllabus, it will help you keep track of important course information.

### *Check to Ensure that the Assigned Books Are Available*

It is also important to drop by or call the bookstore at 310-206-0791 to ensure that the course books are in stock so that you can plan alternative readings or follow up accordingly, if necessary.

### *Familiarize Yourself with Undergraduate Add/Drop Policies*

At UCLA, undergraduates can add and drop most courses without penalty until the Friday of the second week of classes. After that point they must pay \$5 for each course that they add or drop. After the Friday of the third week of classes students can no longer add a class. The Friday of the fourth week of classes is the deadline for dropping nonimpacted courses or changing a grading option, such as a letter grade to pass/not pass grade. Exceptions to these rules exist, so if your students need more detailed information about add/drop policies you can refer them to the UCLA Catalog at [www.registrar.ucla.edu/catalog](http://www.registrar.ucla.edu/catalog) or the Schedule of Classes Calendar at [www.registrar.ucla.edu/calendar](http://www.registrar.ucla.edu/calendar).

### *Plan Your First Class Session*

What will you do on the first day? It's a good idea to begin the class by introducing yourself. In order to learn your students' names you might ask students to introduce themselves or, alternatively, to interview a partner and then introduce their partner to the class. In addition to names, you might also ask for one of the following to be included in the introductions: their interests, the last film they saw, reasons for enrolling in the class, etc. You could also include this information in your own introduction. In addition, you could ask students to write on an index card information such as relevant courses they have taken, what they hope to learn in the class, and any other information you think will help you meet their academic needs. You should be ready to answer questions on grading, exams, and other course requirements or policy issues and you should allow plenty of time for these questions.

You might also plan to explain to students what your goals will be for section, i.e., will you be clarifying

## Preparing a Syllabus for Lab or Discussion Section

A syllabus should communicate the overall learning goals, expectations, requirements, and performance criteria for students enrolled in your lab or discussion section.

The syllabus for a lab or discussion section should be made available to students at the first meeting. It is often the case that students will shop for courses and make decisions about what courses to enroll in based on information contained in the syllabi. Thus a syllabus could scare students away from a course or it may encourage students to enroll or stay enrolled.

In addition, the syllabus will likely set the tone for the lab or discussion section for the remainder of the quarter. A poorly designed syllabus could leave the students feeling confused and frustrated and may communicate lack of teacher interest in student learning. A well-designed syllabus could elevate student interest in the course material, communicate concern for student learning from the instructor, and provide a secure foundation for building a positive student-teacher relationship. Thus, a lab or discussion section syllabus is not something that should be casually thrown together the night before the first meeting. Instead, it should be carefully thought out and constructed well ahead of time to ensure labs or discussions sections begin on a positive note.

Also, note that students only memorize information that is absolutely necessary. Therefore, it is not a good idea to verbally announce additions or changes to a syllabus. Either give students a revised printed syllabus or a printed addendum. Follow the simple rule: *"If it's not in writing, you didn't explain it."* The information provided below will give you a good idea of what to include in a syllabus for your lab or discussion section.

### Basic Information

Provide the contact and administrative information for the course:

- TA's name
- TA's email address
- TA's phone number: only a departmental phone number or office number rather than your personal number
- Name and contact information for other TAs for the course
- Office hours, location and phone number (if different from above)
- Name, number, and location of lab/discussion section
- Name, number, and location of other lab/discussion sections for the course
- Location and meeting times of (all) lab/discussion
- If there are guest lecturers do you want to give out their contact information?
- Course/Lab/Discussion web page address
- Relevant usernames/passwords
- Listserv address, if any

### The Purpose of the Lab or Discussion Section

Describe how the lab or section relates to the overall course. List the learning goals for the lab or section. Specifically, discuss the function of the lab or section:

- Does it simply review material given in lecture?
- Does it give students hands-on experience?
- Does it allow students to voice their ideas and opinions?
- Does it provide additional material that is complementary to what is covered in lecture?
- Does it offer experience in the field?
- Is attending lab part of the course requirements?

### Provide a List of Specific Requirements

List the requirements which students will have to fulfill in order to be given a passing grade (or a Pass or Satisfactory) for the lab or discussion section. Note that much of the information listed below may also be contained in the syllabus given out in lecture by the lead instructor for the course. Therefore, you will have to decide whether some of that information is worth repeating, and whether you have anything new or different to add for your specific labs or discussion sections. Possible topics to include:

- *Assignments list*  
Including papers, projects, problem sets, etc.
- *Due dates for all required work*  
It would be good to include some sort of table or calendar for due dates for both readings and assignments
- *Examination dates and locations*  
How many quizzes/tests will be given? When will they be given? Are surprise quizzes a possibility? Where will they be given (final exams are often held in different rooms)?
- *Attendance policy*  
Students cannot be graded on attendance unless it is cited as a specific academic requirement for the course. What is your attendance policy?

(Continued on pg. 36)

## Preparing a Syllabus for Lab or Discussion Section (cont.)

- *Participation policy*  
Clarify what is meant by “participation.” Does asking the instructor questions count? How about answering questions? Is responding to other students’ ideas and questions necessary? Will the various means of electronic communication (email, listserv, discussion boards) be considered as part of participation?

### Other Topics to Include:

- *Reading list*  
Include the location of books or articles if they are on reserve
- *Class notes*  
Will class notes be available?
- *Multiple lab / discussion / TA policy?*  
Will students be allowed to switch labs if they miss a session? Students may decide to attend different labs in order to give themselves more time on assignments. Is switching acceptable? Are other TAs allowed to accept assignments from your students? Should students seek advice or guidance from other TAs for the course (even though they are enrolled in your lab/section)?
- *Discussion groups or electronic communication policies*  
Note that it is not necessary for the instructor to be constantly checking email or visiting online discussion boards. It is reasonable for an instructor to set a specific policy regarding the type and frequency of use of these tools.
- *Official or unofficial prerequisites*  
List the formal prerequisites for the course; you might like to list the courses in which students need to have received a passing grade in order to enroll in your course. List other unofficial skills students will need. For instance, is there any course-specific software they need to be familiar with? Will students need to be familiar with a particular course management system? Will students need to find their own transportation for field trips, if any?
- *Field trips*  
Time, location, travel arrangements, costs, appropriate attire.

### Explain Your Grading Policy

You should clearly communicate to students the basis upon which they will be assigned a grade for the course. It may be the case that this information repeats what has already been cited in the lead instructor’s syllabus. Thus, you must decide whether you want to repeat information or if you have information that is different or specific to your lab/section.

- *Describe the Point/Percentage Grading System*  
List the points and percentages of the course grade assigned to quizzes, tests, assignments, and participation.
- *Describe the overall curve system (if applicable)*  
If students are to be graded on a curve, explain how your curve system works.
- *Identify who does the grading for each requirement*  
Will the instructor grade midterms and finals while TAs grade assignments? Will all TAs share in the grading (i.e. on a final exam each TA is responsible for grading one or a few specific questions)? Is there an independent reader for the course?
- *Identify the consequences of missing a deadline*  
Will you accept late assignments? Will you deduct points for late assignments? How many? Will you offer extensions on deadlines?
- *Describe how you will deal with grade disputes*  
Explain what students can do if they feel the grade they have been assigned on an assignment, quiz, or test is undeserved. Will you regrade papers and assignments? Will you allow another TA to regrade your students’ assignments? Should you pass the problem on to the lead instructor for the course? Can a student’s grade be lowered through regrading?

material covered in lecture, giving examples that expand on points covered by the instructor, introducing new material, providing a forum for discussion and other hands-on experience with the material, preparing students for essays/exams, etc.

Most importantly, you should take some time to think about how you will introduce students to the course material in a way that imparts your enthusiasm and encourages their active interest.

## ON THE FIRST DAY

If you have already taken care of the items listed in the previous two sections you will already have alleviated many possible sources of anxiety. Also, arriving with adequate numbers of a well-designed syllabus will convey an impression of being well organized and thorough. Yet, there are still a few other things you can do on the first day to help prevent unexpected crises. For example, at least an hour before your first class, check the room to be certain that it is unlocked, the temperature is appropriate, and that any needed audiovisual equipment is present. For locked classrooms or those that are too hot or cold, you can call UCLA Facilities at 310-825-9236 for assistance. If the audiovisual equipment is missing or in need of repair, call OID's Audio Visual Services at 310-206-6591.

### Setting the Atmosphere for the Course

The first class sets the tone, style, and expectations for the quarter, so it is wise to consider carefully what you want to do in that first meeting. Do you want to establish a formal type of classroom atmosphere where you do most of the talking or would you prefer more student participation? In order to help think about this question try answering a related one: In what way will your section be different from lecture? Students will probably expect a more personal atmosphere and more hands-on interaction with the material in your section. In general, you will want to aim to establish a good rapport with your students while also remaining committed to excellence in teaching and the enforcement of classroom policies. With respect to these and similar questions, the tone you set on the first day will, in large part, determine students' expectations about the course for the rest of the quarter.

### Dealing with Nervousness

It is normal to feel anxious about teaching, especially if you have not taught before. Often it is possible to reduce your anxiety by being well prepared for your course. If you continue to feel nervous, concentrate on speaking clearly - and don't forget to breathe regularly as well! This will help you feel more confident and allow students to follow what you are saying. It is also a good idea to focus on the information that you need to impart

to your students rather than on the fact that you are standing in front of a class of unfamiliar faces. Of course, starting the section with introductions can go a long way to combating this source of first-day jitters. Having students talk at the beginning of section allows you to get to know your class so that you are no longer facing total strangers and are, instead, standing before a group with whom you are acquainted. Finally, you probably won't appear as nervous to students as you feel internally and remember: your students will quite possibly be as nervous as you are!

### Checklist for the First Day

See "First Day of Class Checklist" on page 42 for a checklist of items that will help you prepare for a successful first day.

## GRADING AND UNIVERSITY POLICY

According to University policy, the faculty member in charge of a course is responsible for determining the grade of each student in the course. The final grade is based upon the faculty member's evaluation of a student's achievement in the course. However, teaching assistants are often directly involved in the grading process since they may evaluate examinations, quizzes, homework, term papers, lab reports, and other student work.

### Graduate Student Experience

#### The First Class

Although it occurred over two quarters ago, the experience I want to describe is still quite vivid in my mind. In retrospect, I realize that although I saw it as my "trial by fire" initiation into TA-ing at the time, it was a useful experience. It helped me to crystallize my role as a TA from the outset.

I felt a great deal of apprehension and a sense of inadequacy when I began to TA. I was a first-year graduate student from a liberal arts background. I found it quite disconcerting that "they" (I wasn't sure who it was that had enough confidence in me to appoint me in the first place) expected me to teach something to students who may have had nearly as much education as I. My sense of anxiety was further heightened by the fact that the subject matter of the class I was to TA was somewhat peripheral to my field of specialization, and by the fact that it would be my job in quiz sections to amplify on the professor's lectures rather than to talk about what I knew best.

My first section went quite well, I thought. The professor had introduced a few very basic concepts, which I thought I understood fully. I had tried to explain them to the students so that they also understood me. Buoyed with a sense of some self-confidence, I prepared to present my second section with the same material, but it didn't go as smoothly. A few of the brighter students began to question me about subtle nuances in the concepts, which I had failed

to consider. I began to feel incompetent. As they continued to probe, my answers became more and more contradictory and incoherent. My embarrassment increased because I realized that I had always been the kind of student who is a passive receiver of definitions, and that I didn't fully understand these basic concepts well enough to answer others' questions. Because of this — and my impression that a teacher should know everything — I kept muddling around, getting myself and the students more confused. Finally, I managed to change the subject, but as I left the classroom I felt that I had lost their respect. I believed they would be intent on tricking or embarrassing me from then on.

I was apprehensive about that particular section the next week. During the week, I thought a lot about my role in the classroom. I spent a long time preparing for the section and thoroughly re-prepared the concepts I'd tried to review before. Happily, the next week's section went much better. In fact, I enjoyed it. It became my favorite section.

The change, of course, was entirely within me. I knew that I did have gaps in my knowledge of the subject. Why not admit that and let the students know that I was learning too? I saw that it would be ineffectual for me to place myself above them as some omniscient purveyor of knowledge. How could I be when almost the only reason I was in front of the class was because I had a few more courses in the subject than they?

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

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

When grading student work it is important to make your evaluations as objective as possible by establishing grading criteria before you start. Another way to ensure that you are following consistent criteria is to compare papers to which you have assigned the same grade after you finish all of your grading.

Consistent grading can be especially difficult when you are one of many TAs who are leading sections for the same class. In this situation, it is important that you get together with the other TAs and the faculty member before you start to grade an assignment or an exam so that you can all agree on your grading criteria. You also may want to compare your grading with the other TAs before returning papers and exams to students to make certain that you are assigning the same grades for comparable work.

Since TAs play such a significant role in the grading process, it is important that they be familiar with Univer-

sity grading policies. These are published in the Manual of the Los Angeles Division of the Academic Senate ([www.senate.ucla.edu/senatelinks/forms.htm](http://www.senate.ucla.edu/senatelinks/forms.htm)) and in the UCLA General Catalog ([www.registrar.ucla.edu/catalog](http://www.registrar.ucla.edu/catalog)). Below are just some of the regulations governing grading procedure which teaching assistants should know:

### Responsibility for Grades

Although the TA may be responsible for grading assignments, the faculty member in charge of a course is ultimately responsible for determining the grade of each student in the course. Final quarter grades must be submitted to the registrar using MyUCLA's Gradebook.

### Maintaining Grades

During the quarter, some professors may prefer to maintain grades by hand, but MyUCLA offers the option for TAs and faculty to track grades throughout the quarter using MyUCLA's Gradebook. If your instructor chooses the latter course, be sure to find out if you will have access to Gradebook and if so, which grades, e.g. midterms, homeworks, etc., should be entered.

### Grades Interpreted

The level of achievement of all undergraduate students is designated in the following terms:

- A+, A (superior)
- A-, B+, B (good)
- B-, C+, C (fair)
- C-, D+, D (poor)
- D-, F (fail)
- I (incomplete)
- NP (no pass)
- P (pass)
- IP (in progress)
- DR (deferred report)

The latter five categories can be glossed as follows:

#### *I - Incomplete*

The grade I may be assigned when a student's work is of passing quality but is incomplete. The grade I is only assigned when the student establishes to the faculty member's satisfaction that the student's work is incomplete for a good reason.

To remove I grades: The student is entitled to have an I grade replaced by a passing grade and to receive unit credit and grade points provided he or she satisfactorily completes the work of the course by the end of the next full term following the term in which the I was received. The dean of the appropriate school or college has authority to extend the deadline for completion in the event of unusual circumstances that would clearly impose an unfair hardship on the student if the original deadline were maintained.

**NP or F - Not Passing or Fail**

If the work is not completed according to the provisions noted above, the grade I shall automatically be replaced with NP or F as appropriate.

**P - Pass**

In the case of undergraduate students, a grade of P may be awarded only for work that would otherwise receive a grade of C or better.

**IP - In Progress**

For courses authorized to extend over more than one quarter and where evaluation of the student's performance is deferred until the end of the final term, a provisional grade of IP is assigned in the intervening term(s). The provisional grade is replaced by the final grade if the student completes the full sequence. The faculty of each school or college is authorized to regulate the award of credit in cases where the full sequence is not completed.

**DR - Deferred Report**

Students may receive a DR grade when the instructor believes their work to be complete, but cannot assign a grade because of disciplinary proceedings or other problems. If students are given a disciplinary DR grade, the Office of the Dean of Students assists them in resolving the problem. For graduate students, the dean of the Graduate Division sets a deadline by which the DR lapses to an F if the problem is not resolved and a grade assigned. The DR is changed to a grade, or, perhaps, to an incomplete when the instructor provides written confirmation that the situation is resolved. The DR grade is not included in determining the grade-point average.

**Note:**

Graduate students are not graded on a Pass/No Pass basis. Instead they are graded as follows:

S (satisfactory)

U (unsatisfactory)

These categories can be glossed as follows:

**S - Satisfactory**

In the case of graduate students, a grade of S may be awarded only for work that would otherwise receive a grade of B or better.

**U - Unsatisfactory**

In the case of graduate students, a grade of U may be received for work that falls below a grade of B or better.

**Grade Points**

The Registrar assigns grade points per unit as follows:

A+	4.0 grade points per unit
A	4.0 grade points per unit
A-	3.7 grade points per unit
B+	3.3 grade points per unit
B	3.0 grade points per unit
B-	2.7 grade points per unit
C	2.0 grade points per unit
C+	2.3 grade points per unit
C-	1.7 grade points per unit
D+	1.3 grade points per unit
D	1.0 grade points per unit
D-	0.7 grade points per unit
F	0.0 grade points per unit

The grades A+, A, A-, B+, B, B-, C+, C and P denote satisfactory progress toward a degree. The C- and D grades denote progress toward a degree, but such grades must be offset by higher grades in other courses.

**Repetition of Courses**

Repetition of courses is subject to the policies of the departments offering the courses and the following conditions:

A student may repeat only those courses for which he or she received a grade of C-, D+, D, D-, F or NP; however, the appropriate dean may authorize repetition of courses graded incomplete. Repetition of a course more than once requires approval by the appropriate dean in all instances. Degree credit for a course will be given only once, but the grade assigned at each enrollment shall be permanently recorded. Courses in which a grade of C-, D+, D, D- or F has been earned may not be repeated on a pass/no pass basis. In computing the grade-point average of an undergraduate who repeats courses in which he or she received a C-, D+, D, D-, F or NP, only the most recently earned grades and grade points are used.

**Correction of Grades**

All grades, except DR, I and IP, are final when filed by a faculty member in the end-of-term course report. However, the Registrar is authorized to change a final grade a) upon written request of the faculty member, provided that a clerical or procedural error is the reason for the change, or b) upon written request of the Chairman of the Division in cases where it has been determined by the Committee on Privilege and Tenure that a faculty member has assigned a grade on any basis other than academic grounds. No change of grade may be made on the basis of reexamination or, with the exception of the I and IP grades, the completion of additional work.

# QUARTER OVERVIEW SHEET

Course: \_\_\_\_\_

SAT/SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>(Week 0)</i>					
<i>Week 1</i>					
<i>Week 2</i>					
<i>Week 3</i>					
<i>Week 4</i>					
<i>Week 5</i>					
<i>Week 6</i>					
<i>Week 7</i>					
<i>Week 8</i>					
<i>Week 9</i>					
<i>Week 10</i>					
<i>Finals Week</i>					

This calendar may help in keeping track of important dates, such as the following:

- Dates and times for TA meetings
- This quarter's deadline for students to add the course
- This quarter's deadline for students to drop the course
- Assignment due dates
- Midterm dates
- Final exam date and time

## **UCLA INSTRUCTOR'S QUICK REFERENCE SHEET**

For times when you need specific information immediately in order to prepare for class or answer student questions, this list is designed to help you keep all your course-related information in one place.

This Term: Fall\_\_ Winter\_\_ Spring\_\_ Summer\_\_ Year\_\_\_\_\_

### **INFORMATION FOR STUDENTS**

Course Dept. & Number \_\_\_\_\_ 9-digit Course ID #: \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_

Name of Course: \_\_\_\_\_

Professor	Office	Hours	Phone	Email	Course Day/Time/Location

TAs	Office	Hours	Phone	Email	Section(s) Day/Time/Location

Course website: \_\_\_\_\_

College Tutorials (228-230 Covell Commons)	Writing & ESL 206-1491	Math & Science 206-6965	For More Info <a href="http://www.hup.ucla.edu/up/CT">http://www.hup.ucla.edu/up/CT</a>
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### **INFORMATION FOR ME**

Resource Contacts	Office	Hours	Phone	Email
Graduate Counselor				
Computer Support				
AVS	B103 Campbell	M-F 8-4:30	206-6591	avs@ucla.edu <a href="http://www.oid.ucla.edu/avs">http://www.oid.ucla.edu/avs</a>

My online login ID:	
Password or Hint:	

My departmental copier code	
Quarterly copier allocation	\$

## FIRST DAY OF CLASS CHECKLIST

### PRIOR TO THE FIRST DAY OF CLASS

- Write down your goals for the quarter. Assess what you want students to achieve in your class. What do you want them to walk away with? What do you want to come away with yourself? Are there any administrative goals that need to be met?
- Meet with the instructor and other TAs. What are the instructor's goals and expectations for TAs? What material does the instructor wish to emphasize? How is the discussion section or lab integrated into the rest of the course? How much control will you have in planning your sections?
- Speak with TAs who taught the course in the past. They often have useful advice and materials.
- Obtain and organize any materials you will need.
- Visit the classroom. What audio/visual equipment is available? Do you need chalk or dry-erase markers? How are the chairs arranged? Can you move them?
- Prepare a detailed syllabus for your section. (See the box titled "Preparing a Syllabus for a Lab or Discussion Section" on pages 35-36.)

### ON THE FIRST DAY OF CLASS

- Set a tone and format on the first day that is consistent with what you plan for the rest of the quarter.
- Introduce yourself. Acquainting students with your background will make them more comfortable relating to you and convey your enthusiasm for the subject matter.
- Learn students' names and encourage them to learn each other's names. Plan a name game or ice-breaker. This is an effective tool in establishing student interaction with their peers and with you.
- Communicate your goals for the quarter and explain the scope of knowledge that sections are designed to cover. Will sections clarify and reinforce material studied in lecture, introduce new material, provide a hands-on experience or in-depth discussions? Ask students what their expectations for the course are.
- Distribute and discuss the syllabus in detail. Address all important policies and be sure to articulate the level of participation and workload expected of students. Point out critical dates and any required materials students will need for the course.
- Your contact information should be on the syllabus - be sure to detail when and how often you will check email, the course website, etc. When detailing the time and place of your office hours, be sure to encourage students to attend.
- For labs, discuss what equipment students are required to purchase and any necessary safety information.
- Address enrollment issues and wait lists. Find out your department's policy in dealing with such issues before the first day of class. Request that students with enrollment problems speak to you after class. Give unenrolled students an idea of their chances of getting into the course.
- Begin instruction. You may wish to provide a general overview of material to be covered during the quarter or proceed directly with your first lesson plan.

### THROUGHOUT THE QUARTER

- Before each class, remember your pre-quarter goals. Does each lesson align with these goals?
- Think about what kinds of questions and interactions your lesson plan will facilitate among students.
- If you plan to use technology, always have a 'Plan B' in the event of technical problems.
- Keep a "teaching diary" in which you note successes and improvements to be made after each lesson.
- Based on your experiences during the quarter, start writing a "Philosophy of Teaching" statement.



# Approaches to Instruction

Supervising faculty are reminded in “The TA and the Faculty Supervisor” (page 14) that they are responsible for instruction and grading in all UCLA courses and that TAs may collaborate on these duties but not assume them in full. Faculty are also reminded that graduate students are committed to their TAs for a specific number of hours per week. This is particularly important to bear in mind when assigning “support” duties such as photocopying or, in this age of teaching with technology, answering emails and/or monitoring discussion boards. While TAs can be assigned such tasks, the bulk of a TA’s time should be spent on the central duties of teaching, including preparation time, classroom instruction, office hours, and some grading of student work. Recent Graduate Division policy requires all departments that appoint TAs to develop TA guidelines. These documents should be reviewed and updated periodically by faculty and TAs to meet ongoing needs in the department and serve as a reminder of faculty and apprentice personnel responsibilities as well as provide a prioritization of TA duties.

## ROLES OF THE TA

The TA has responsibilities both to his/her undergraduates and also to the instructor of record or professor teaching the class. More often than not, juggling these two roles is unproblematic; in fact, this unique position affords an opportunity for the TA to develop an understanding of the expectations of the professor as well as the needs of his/her students in meeting these expectations. This dual vantage point can be a rewarding and enriching experience, contributing to the development of good teaching practices. There are times, however, when TAs will find themselves having to liaise between a professor and complaining students - or vice versa. Resolving such situations will require skills that go

## Graduate Student Experience

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### Roles of the TA

In my years as a TA, I’ve had a couple of experiences where my being a buffer between the professor and the students worked to help solve problems. Once a professor got hostile with the class because he thought they weren’t studying, and the students were on the verge of rebellion. I had the students express themselves in section. They expressed all their claims of unfairness. I explained to them that the professor had a publishing problem and he was up for tenure, that he was a human being under lots of stress, and that their job was to come to class prepared, know the material, and do the assignments. Then I talked to the professor about the class. I told him how they had been prepared for my section and had been involved in the discussion. I mentioned a few of the ideas they expressed for paper topics. I used every available opportunity to reinforce the view that the students were making an effort in class and to explain the pressure the professor was under and how being prepared would help. Within 10 days the tension had been greatly alleviated. At the end of the quarter the professor told me that it was one of the most enjoyable classes he had ever had. The students agreed that they had learned a lot and even felt comfortable approaching the professor personally.

Occasionally, I have also had to be a buffer if the class thinks it is getting too much pure memorization. Every time we have been able to adjust the course requirements to the satisfaction of both the class and the professor.

beyond teaching, but again, can provide a rich learning experience.

## STYLES OF TEACHING

An important aspect of teaching, and one that is most immediately noticeable to your students, is your

teaching style. Will you adopt a formal, authoritative style, concentrating on the course content and running a teacher-centered class? Or will you run a teacher-centered class but concentrate on demonstrating skills students need to master or modeling solutions to problem sets? This approach will probably involve more class participation than a formal, authoritative style. Or will you be a facilitator, concentrating on activities that lead students to discover knowledge for themselves? This style of teaching involves much group or pair work and leads to a student-centered class. (Paragraph adapted from "Teaching Style Categories" <http://members.shaw.ca/mdde615/tchstycats.htm#formal>).

Immediate constraints on your teaching style will be determined by the format of your class and the amount of control you have over class material and presentation. Some TAs will work with almost complete autonomy in the classroom, while others will be given a rigid course outline with little flexibility. Find out what latitude you will have, and then determine what you would like the students to get out of the class. Establishing goals for the class will help you to achieve an appropriate teaching style.

## PREPARATION

Preparation for class will require some thought and a detailed lesson plan. There are several points to consider. Firstly, how much time will you allocate to each topic that needs to be covered? Secondly, which material(s) will you cover in class and which will you assign for homework? What are your contingency plans for finishing early or not covering the material you anticipated in your lesson plan? How do you anticipate what the students will find difficult in the material? You may need to carefully examine topics that you assume to be obvious; an idea that seems trivial to you may be elusive or obscure to your students. Spend time before entering the classroom trying to explain these "obvious" concepts.

### Being Over-Prepared

TAs have reported the following consequences that have resulted from being over-prepared:

*Anger at myself for not sleeping, skipping lunch before class for further preparation. In short, feeling I was compulsive.*

*Disappointment at not covering all the prepared material.*

*Running the danger of trying to squeeze in too much and confusing the students.*

*Steering class time away from questions or free-flowing conversation because of trying to squeeze in too much.*

*Allowing my lesson plan rather than the needs of my students*

*to dictate the course of the lesson.*

*A sense of accomplishment.*

*I will now have material for my next class meeting.*

### Being Under-Prepared

Below is a list of consequences TAs have expressed are a result of being under-prepared:

*An intense, overwhelming, omnipresent, terrifying feeling of fear before and during class, "My God! What if they ask me questions that I should be prepared to answer?"*

*Heart-piercing guilt for having let my students down and partially wasted their time.*

## Graduate Student Experience

### Styles of Teaching

We frequently expect to change profoundly when we change positions in society. I suppose I had such expectations. When I arrived at my first quiz section, I was struck by the small size of the class and the fact that the students were almost as old as I. They could easily have been my friends. I could create a more personal teaching environment than most professors can. Only in sections are the students able to interact personally with a teacher. The opportunity is there to use different styles and methods.

One way to establish rapport is to get to the classroom early and talk with the students. This simple action has several benefits. The students and I increase our understanding of and confidence in one another. I can obtain considerable feedback from the students on how they are reacting to the course. I can frequently get emotional reactions ("I didn't understand a word of that last lecture!" or "This homework assignment was impossible!") as opposed to the more intellectual responses ("Would you do the first homework problem?") I get during section. The pre-class time also provides an opportunity to ease the students into the subject matter of my lesson. After all, they have all kinds of things on their minds when they arrive.

### Preparation

I learned that it is far better to be over-prepared than under-prepared. A difficult and recurring problem I face, especially when teaching a course or section for the first time, is gauging the amount of material to be covered in any particular class meeting. Clearly, teaching involves a lot of preparation. But how much? I have spent days preparing for a one-hour class in which only one-fifth of what I had prepared was covered. I have also (I admit) been under-prepared because of lack of time – rather, I didn't make time for preparation. The former is preferable!

*Intense self-criticism for being under-prepared.*

*A firmly cemented vow never to let this happen again.*

Equally as important as preparation for individual class sessions is the larger preparation for the course as a whole, ideally mapped out in a well thought-out syllabus. (See pages 35-36.) A good syllabus can go far toward establishing clear goals for a course as well as indicating a logical, step-by-step progression through the material, both of which contribute toward a relationship of trust between TAs and their students. Whenever possible, try to stick to the syllabus, since students depend on it – and if it was well-planned in the first place, it can prevent you from dwelling too long on one issue to the neglect of others. A good syllabus can provide you and your students with a positive sense of where the course is going, where it has been, and what its governing principles and goals are. A number of studies have shown that students who clearly understand a course’s objectives learn much more quickly – possibly because they spend less time trying to intuit what is expected of them and where individual sections fit into the overall structure.

## COMMUNICATION

The ways in which a TA communicates with his/her students sets the tone for the class and can either put students at ease or make them feel intimidated and generally unwelcome. Building a positive classroom environment through encouragement and understanding rather than criticism and a detached or distant tone will inevitably enhance student learning. The landmark Coleman Report, “Equality of Educational Opportunity” (1966), indicates that students who have healthy self-images and feel they have something worthwhile to contribute invariably do better in school.

One helpful approach in building a positive atmosphere is to shift your primary focus of attention from yourself to the students and from “teaching” to “learning.” Don’t ask yourself, “How organized is this lecture?” Ask instead, “Is the organization of this lecture helping the students to understand the material?” When a student asks a question, ask yourself, “What does he or she want to know? What is it that still requires explanation?” As teachers we often carefully plan the content and delivery of our material, but this can lead to a focus on the “flow” of our lesson plan rather than on the understanding of our students. In addition to a pre-planned lesson, an engaging attitude that includes listening to our students will lead to a better understanding of what they have or have not grasped in the material being covered.

Instead of waiting for student questions, you can indicate relevant places on your lesson plan at which you will stop to ask questions that check comprehension. Or, rather than presenting material yourself, consider getting

students to contribute to the lesson by using a series of questions - known as “eliciting” - to work through a concept or problem. In this way, students are actively involved in the presentation and a more student-centered class results.

## IMPROVING CLASSROOM COMMUNICATION FOR INTERNATIONAL TAS

If your native language is not English, you can improve your communication skills through the English as a Second Language (ESL) Service Courses. ESL courses that focus on oral proficiency, listed below, can help teaching assistants who are not native speakers of English develop effective communication and presentation skills. Please check the *UCLA Schedule of Classes* for availability, including the *Summer Schedule of Classes*, at <http://www.registrar.ucla.edu/schedule/schedulehome.aspx>.

### ESL 38A

“Pronunciation: Stress & Intonation in English” is a 40-hour elective course designed to help non-native speakers of English communicate effectively in social as well as classroom/academic settings and to improve critical listening skills. This class will have a special focus on drama in order to practice three important aspects of pronunciation: stress, rhythm, and intonation. As these three areas are crucial for the effective delivery of English, improvement in these areas will increase the effectiveness of classroom communication between TAs and students. Prerequisite: none.

### ESL 38B

“Pronunciation: The Sound System of English” is a 40-hour course designed to help non-native speakers of English improve their pronunciation by means of a detailed and systematic study of the sounds and patterns of spoken American English. Prerequisites: ESL 33B (or a TOP score which exempts one from ESL 33B).

### ESL 39A

“Intensive Language and Fluency Training for International Teaching Assistants” is a 60-hour course (6 hours/week) for graduate students who wish to become teaching assistants. The focus of the class is on developing communicative competence, learning strategies for responding to all sections of the TOP test, and improving overall fluency in preparation for entering the classroom as a teaching assistant. A weekly 2-hour lab component allows students to focus on pronunciation improvement. Recommended test score: TOP 6.3 or below.

**ESL 39B**

"Communication Strategies for International Teaching Assistants" is a 40-hour course (4 hours/week) designed to aid international graduate students to communicate effectively as teaching assistants. This class focuses on pronunciation accuracy, classroom language skills (organizational cues, transitions from one point to another, restatement & paraphrase, etc.), and presentation skills (introducing a syllabus, explaining a visual, defining a term, asking & fielding questions, checking for comprehension, etc.). Recommended test score: TOP 6.0 to 7.0.

**ESL 39C**

"Presentation & Discussion-leading Skills for International Teaching Assistants" is a 40-hour course (4 hours/week) designed for international teaching assistants. This class includes videotaped presentations, mini-lessons and leading and participating in discussions. An important element of the class is providing self and peer feedback on class presentations and discussions. In order to make ITAs more aware of their future teaching context, students are required to do observations and interviews of experienced TAs in their departments, preferably in courses/sections they expect to teach. Recommended test score: TOP 6.4 and above.

For more information about the TOP exam, please go to the TOP website: [www.oid.ucla.edu/top](http://www.oid.ucla.edu/top). For more information about ESL courses, please contact the Center for World Languages: <http://www.international.ucla.edu/languages/esl/>.

**English Conversation Program (ECP) offered by the Dashew Center for International Students and Scholars (DCISS)**

The main purpose of the English Conversation Program is to build fluency in speaking English, to turn "passive knowledge" of the English language to "active knowledge." This means that if you are able to read and listen in English, then the English Conversation Program will help you use these skills to hold comfortable conversations in English. ECP is an 8-week series of classes designed for small groups. There are two class levels offered: intermediate or high level. Students will also have the opportunity to discuss American culture, institutions, and traditions. DCISS also offers informal discussion groups. The discussion groups give students the opportunity to practice their speaking skills by reading authentic language materials and participating in discussions of contemporary cultural and social issues. UCLA international students, visiting scholars and their spouses are encouraged to enroll. Other benefits of ECP include meeting people from other countries and sharing global perspectives on world events and cultures.

## Graduate Student Experience

### Communication

Last year I observed classes of several professors who have recently received Distinguished Teaching Awards. Every one of them obtained considerable feedback by asking questions or encouraging the students to ask questions or to comment on lecture material. Class participation works, even in a lecture of 200 bodies. These teachers listened carefully to the students' responses. They were careful never to put the students down, even while disagreeing.

Teachers who conduct good discussions are usually very good listeners. They show respect for the students by listening to their comments thoughtfully and by then responding directly to the key idea offered by the student. They are not afraid to tell the student they did not understand part of what he or she said. This indicates interest, and a display of interest is all that is necessary to show the student that you are interested in him or her. It isn't always necessary to say, "Good point," or "That's an interesting idea."

While intense, thoughtful attention to students' comments is an important way to offer encouragement, not seeking perfection is another. Some TAs are condescending or devalue undergraduates ("They're too lazy to learn." "I wasn't like that!"). If your ego can accept the reality of the situation – that you know more than they do but that they can develop outstanding ideas too – then you can respond to their ideas honestly and with acceptance. Some ideas are awful, some are better than those that you had in mind; most reflect some serious thought. In general, students respond positively when their ideas are treated as worthy of the attention and honest response of the TA.

It is also helpful to eliminate many of the evaluative aspects of the class where possible. Don't treat ideas as being right or wrong. They are springboards for discussion; they are alternatives to be compared to established theories. In any course where students share their ideas, if a TA comments on them encouragingly, other students will also be positive and helpful in their responses. It makes a world of difference to say that a student's paragraph can be strengthened in certain ways, rather than to say that it is wrong, poorly written, or has missed the point. For students, talking in class involves taking some risks. Creating a supportive atmosphere at the beginning of the quarter will help students feel confident, and in turn they will contribute much more fully to the class.

My original teaching theory was that if I piled on a huge workload and really challenged their knowledge, the good students would rise to the challenge. They do. But the average and marginal students lose hope. So to avoid teaching only the better students, I have found it helpful to intersperse questions, exercises, quizzes, and so forth that are within everyone's capabilities. Sometimes I doubt that my teaching is strong enough that way, but it is a means of offering hope, encouragement, and interest to the students with a range of abilities.

For more information about ECP, contact DCISS in Tom Bradley International Hall, Suite 106, 310-825-1681, [www.intl.ucla.edu](http://www.intl.ucla.edu)

## MOTIVATING STUDENTS

A common misconception among instructors is that students either study or don't study: those who don't, drop out; those who do, succeed. But within any class students can be motivated or demotivated to grapple with the subject matter. They respond to the instructor's outlook and approach to teaching, both of which can radically influence the way students react to the course material and either positively or negatively shape students' long-term attitudes toward a subject.

TAs start with an advantage because undergraduates have for years reported that TAs make better instructors owing to their "half-student/half-teacher" status. They speak of TA concern and friendliness, typically remarking that the TA was more "approachable" and "available" than full-time faculty. How can you ensure that you fit this profile and thereby increase student motivation?

First, being seen as friendly or approachable will be enhanced if TAs take the time and energy to connect personally with their students. Making an effort to chat with students about matters beyond narrowly academic ones will not only accomplish this aim but also make students feel that they are being treated with genuine interest and as whole persons. Indeed, a few minutes here and there of friendly discourse can pay off handsomely in terms of motivating learners.

Second, extending this spirit of community into academic areas, with students becoming active participants in their learning, can also motivate students to respond dynamically to class material. TA sections can offer opportunities for students to interact more directly with the material than in lecture. Try to involve students by eliciting information rather than relying on a straightforward presentation where you do all the talking, assigning questions to small groups for discussion, brainstorming ideas either as a whole class or in groups, etc. Passivity tends to reduce interest and curiosity and thus motivation.

Third, a TA's enthusiasm or lack thereof has the power to affect student motivation to succeed. Personal enthusiasm is contagious and students can tell when a teacher is excited by the course content. They know equally well when the opposite is true. The most successful teachers inspire their students by example: they are committed to their subject and through an enthusiastic attitude and ardent interest convert undecided majors into passionate specialists. Remember, it is not only what you teach but how you teach it!

Fourth, encouragement in the form of setting high, but achievable, academic standards within a positive classroom atmosphere can increase student motivation

enormously. Begin the quarter by conveying an assumption that high academic standards will be the goal in your class and that you fully expect your students to meet these standards. By simply acting as though good student performance were the most natural of events, you can create a self-fulfilling prophecy. Expressing confidence in students' abilities encourages a resolve to meet high standards of academic performance. Setting rigorous standards, however, does not necessitate establishing a harsh classroom atmosphere; indeed, relying on positive, rather than negative, reinforcement – for instance giving praise when students have correctly grasped a concept and treating misunderstandings and errors sensitively – will contribute to an upbeat classroom atmosphere in which students feel secure enough to tackle challenging concepts.

Fifth, make it clear to students that you are paying attention to their educational needs; specifically, that you are genuinely concerned to know whether they have understood the material or not. If students feel that you care whether or not they grasped your last explanation, need more practice before doing the homework unaided, are prepared for the next quiz, etc., they will be motivated to formulate areas of misunderstanding and work to resolve these. One way to ensure this, of course, is to ask appropriate questions often and provide time and encouragement for students to ask questions of you.

Sixth, providing comprehensive feedback in a timely fashion can also increase motivation. Incorrect answers, for instance, not only provide an excellent indication of what your students have failed to understand but also an opportunity to explain why the answer is wrong. This strategy will go a long way to giving students a feeling of control over the material. If errors, either oral or written, are treated perfunctorily students will despair, and possibly attribute their lack of understanding to their own "stupidity." Correct answers, too, can provide an opportunity for both praise giving as well as an elaboration of the material; rather than simply saying "Good!" it is often enriching to explain what makes the answer good. In terms of written feedback, remember that it is demotivating to be handed back a piece of work with a solitary grade and no comments at all – taking the time to point out strengths and weaknesses (in that order!) will pay off in increased student understanding and consequently motivation.

Seventh, give students opportunities to be successful. Don't give "killer" tests; they do very little - if anything - to further learning. Instead, think about giving short quizzes often. Break up the total amount of material to be learned in the quarter into smaller, more digestible bits. When students succeed, they become more motivated to study for the next, harder test.

Finally, there is nothing more motivating than an instructor who is conscientious and shows, through careful preparation and attention to detail, that s/he is

concerned about student learning. Students respond positively to a well-organized course which has a clear direction. A long-term direction, ideally outlined in a well-thought-out syllabus, as well as a clear direction for each class should be the aim. Try to arrive in class with one or more explicit goals that can be communicated to your students.

## HUMANITIES/SOCIAL SCIENCES DISCUSSION SECTIONS

Discussion sections differ from lectures in many ways. A major difference is that students can be more active and experience more personal contact. Good discussion sections provide students with an opportunity to formulate principles in their own words and to suggest applications of these principles. They also help students become aware of, and define problems implied in, readings or lectures. Discussion sections can also increase a student's sensitivity to other points of view and alternative explanations.

Decide what kind of discussion is most useful for your class. Is there a certain topic to be discussed? Does the group have to reach a conclusion or come to an agreement? Is there subject matter that must be learned? Is the section a forum for expressing and comparing views? Is it important that the students carefully analyze the topic or that they learn certain skills? Usually a combination of clarification of, and interaction with, concepts and preparation for essays, exams, or homework is needed. Once you have decided what kind of discussion you want to hold, you may want to speak about this with the course instructor and then inform your students. It is easier for everyone if the goals of the class have been clearly stated. Once these goals are established, you might want to consider the following points.

In the ideal discussion section, each participant feels his or her ideas are worthwhile and should feel some excitement about participating. Achieving an atmosphere in which control is "invisible" and appears unrehearsed, the mark of a good discussion, paradoxically takes careful planning and thought. Although it is often the case that student contributions dominate discussion sections, you have to have a sense of where the discussion is going and where it needs to go. In other words, you need to be guiding the discussion so that it doesn't wander pointlessly and cause frustration. Weak discussions can also result from the opposite problem: obvious control. You probably don't want to "give the answer" but rather lead students to an understanding of the material through careful questioning and good organization.

Careful questioning requires discussion leaders to think critically about the types of questions they use in class. Question types to be avoided include: rhetorical questions requiring no answer; dead end questions

eliciting simple yes or no responses; low-level questions which most students could easily answer; fuzzy questions which are not specific or clear; programmed questions asked with a specific answer in mind; put-down questions intended to humiliate anyone who dares to answer; and ego-stroking questions that carry an assumption of superiority of the teacher over the students. Familiarize yourself with different types of questions, for instance open and closed questions or general and personal questions. In terms of the latter contrast note the difference between the phrasing of "What is Romanticism?" versus "Do you consider yourself a romantic?" Information on effective discussion questions is abundant, including "Designing effective discussion questions" by the Center for Teaching and Learning at Stanford University at [http://ctl.stanford.edu/handouts/web/effective\\_questions.html](http://ctl.stanford.edu/handouts/web/effective_questions.html).

If you want a thoughtful response, you have to give your students enough time to think before they answer. After asking a question, don't be afraid to wait about 10 seconds if you feel it is necessary. This may seem like an eternity but it allows students to formulate a coherent response.

Even well-crafted questions and adequate wait time can, however, be met by blank stares! But effective discussion leaders don't despair when this happens - instead they use good organization. One tried and true strategy in this situation is to break the class up into small groups and have students discuss the question in a more intimate, less intimidating environment than a whole-class format. Be sure to have one student take notes on the points covered during group discussion; once you reconvene the whole class, groups will then be in a position to share their insights with their classmates. Another strategy is to have students briefly write out an answer to a question. This can be done in a "freewrite" format: students write for three to five minutes in order to formulate their ideas on a topic. An extension of this exercise is a "silent discussion": students pass their paper to a neighbor who then writes a response to their original freewrite. This can be repeated several times. Feedback can take the form of the TA collecting the papers, looking over them and noting points or questions that are repeated, and then addressing these with the whole class; or students can be asked to summarize the salient points in their silent discussion for the whole class. Alternatively, you could have students come to class with a brief answer to a pre-set question. These are just some of the numerous techniques teachers can use to ensure a lively discussion.

It may be useful to summarize the course of the discussion periodically in order to focus student attention or to reinforce key points, and it is always useful to do this at the end so that students have something positive to take away with them. Consider using the blackboard to keep track of important points and write down stu-

dent contributions; this can organize student contributions into a coherent whole, bring order to a wide-ranging discussion, and highlight important points.

Among the problems TAs may face in leading discussions is a lack of preparation by students. How can students discuss a reading if half of them have not looked at it? You could cut down on this problem by assigning a specific task based on the reading ahead of time, for instance having students write a response or precise, or alternatively answer questions on a discussion board. Another technique is to divide the class and have two groups prepare arguments on opposite sides of an issue. Each side then presents its case to the rest of the class and responds to the other side's arguments. Be careful, though, not to mistake a lack of background knowledge for a lack of preparation.

Laying out some ground rules regarding the making of "speeches," turn taking, and the expectation that everyone will eventually contribute can also help ensure a smooth discussion, controlling compulsive talkers and encouraging shy students.

## MATH/SCIENCES DISCUSSION SECTIONS

Discussion sections in science and math departments will for the most part revolve around solving problems. As a math/science TA, your goal should be to teach strategies for solving problems and to make the thought process in solving these problems less intimidating and more accessible to your undergraduate students. You will need to aim to work through problems in such a way that your students are led towards both a solution and also an understanding of the deeper principles involved in arriving at the solution. In other words, math/science TAs need to walk a fine line between being helpful while not just giving out answers. Some tips to help you do this are:

- Break problems into manageable steps.
- Aim to solve problems "together": Ask the students to think about the problem for 2-3 minutes and solicit their help while putting a solution on the board.
  - For each homework problem or homework problem type, prepare either a hint or a similar problem that you can do together instead of actually doing the homework. The TAs that students consider the best are the ones that teach them how to think analytically and are also the ones that rarely do the homework problems.
    - Prepare a collection of problems each week that you think encompass the different types students may encounter or that model a specific problem-solving technique.
    - When students are asking for help with a specific problem from the homework, talk about the problem in a general way. Give them hints while discussing key points, concepts and equations related to the problem.

(Bullet points above adapted from: Anna Draganova's handout to TA Conference workshop leaders, 2006.)

Science TAs could also consider the following:

- Be realistic about the level of mathematical or scientific knowledge your students possess; you want to achieve the correct level of explanatory detail appropriate for your students. In order to appreciate your students' point of view, practice approaching problems as if you know very little about the topic.
  - Undergraduates can often follow the steps in solving a problem but then wonder how the TA knew which steps to choose in the first place; so bear in mind that you may need to teach your "intuition" about a problem that is probably self-evident to you.
  - While presenting problems to your students it is a good idea to explicitly justify the approach you are taking and the reasons for devoting time to a specific part.
  - Having undergraduates work in groups can make sections more interactive. If groups are having a hard time solving the problem, hand them a hint or a solution card.
  - Feedback after group work could be organized as follows: A representative from each group presents the problem and proposed solution to the whole class. Before the presentations start, assign each group to be a critic for another group. After the presentation is over, ask the evaluation group to comment while welcoming every one else's opinion.
  - Discuss what alternate approaches could be taken to a problem. Try to look at the problem from different perspectives.
  - It can often be very helpful to come up with practical, real life analogies to problems or to bring in physical concepts from the students' realm of experiences.

(Bullet points above adapted from: Lea Fredrickson's handout to TA Conference workshop leaders, 2006.)

## LABORATORY SECTIONS

The most important action that TAs can take to ensure that a lab session runs smoothly is to be very well prepared. The TA must know exactly what the students are supposed to learn and why. This includes being thoroughly familiar with the details of the experiment and knowing why the procedure is done in a particular way, as well as what the students should learn. It is your responsibility to be familiar with the principles behind each experiment, which usually means knowing how the experiments tie in with the lecture material. This knowledge will help you effectively and coherently tell your students what your goals are for their learning.

Laboratory rules should be strictly enforced because they are entirely for the safety of the class. Your own

adherence to the rules, and firm discipline when safety is at issue, should be sufficient to avoid serious problems. If you are clear that your emphasis on safety is motivated by concern for the students themselves, cooperation should not be a problem. It usually helps to encourage students to be alert but relaxed, as well as encouraging a cooperative atmosphere in which students help each other as much as possible.

Although many TAs tend to stay at the front of the classroom, there are substantial advantages to circulating through your lab. You can demonstrate proper techniques and help with problems and questions before they blossom into failures or catastrophes. Best of all, you can get to know your class on a more personal basis. Finally, relax and enjoy yourself. A lab is usually noisy and a little chaotic, so patience is a useful asset.

Classroom control is fairly easy at the college level. Students are conditioned to “good behavior” in the lecture setting and usually in the discussion setting, too. However, some real management problems seem to arise in laboratory or studio situations. You may wish to note the following about laboratory management.

It is desirable to maintain a lesser degree of control in a lab environment than in a discussion; one cannot realistically expect a quiet, orderly lab session. Here is one control pattern that works: start each lab period in a fairly formal manner. Gradually loosen up during the session (especially in those four-hour labs!). The object

here is to end the session somewhat short of chaos. Expect to be stricter early in the quarter rather than towards the end. You can't fight the second law of thermodynamics: disorder will tend to increase with time.

In physics, the laboratory grade is usually 10% to 15% of the student's final grade. Many students who realize this will socialize excessively at the expense of their work. However, you can point out that although 10% does not sound like a lot, it can make the difference of a whole letter grade. Pointing out a connection between the experiment with other course material may also be helpful in gaining cooperation.

The majority of college students will respect an instructor who is familiar with the experiment. The following suggestions are offered:

*Perform the entire experiment yourself in advance; there is no guarantee it will work as described in the lab manual.*

*Read and study the theory on which the experiment is based. Otherwise, some student will invariably ask you a question you can't handle.*

Wherever possible, point out interesting historical aspects of the experiment. For example, did you know that “Galileo did this experiment using a cathedral lantern for a pendulum and his pulse for a watch!” Historical notes keep students from complaining too much about the lack of quality in their experimental apparatus. This quiets the student who figures the experiment is a waste of his or her time: “If it's good enough for Isaac Newton, or Count Rutherford, or Volta, Ampere, or any of those others with something named after them, then it must be good enough for me.”

Finally, conduct some research into the relevance of the experiment – either the technique being taught or applications of the theory being demonstrated.

## FOREIGN LANGUAGE SECTIONS

Foreign language sections differ from other discussion sections in that the course supervisor has worked out the weekly syllabi, and sometimes the daily lesson plans, in advance. The foreign language TA has a firm obligation to adhere to this plan since the overall program depends on students from different sections achieving the same general level of accomplishment. Many language departments have supervisory meetings which are very well-organized and/or classes which keep the individual sections as consistent as possible. If your department does not provide such a training program, be sure to seek out the course supervisor and find out precisely what is expected of students upon completion of each class level.

Planning is particularly important for the foreign language TA since there is such a variety of skills that are

### Graduate Student Experience

#### Discussion Sections

For my first TAing experience, I had to lead discussions in a political philosophy class. Since I had taken only one such course myself – and that had been eight years earlier – I was a bit apprehensive about the assignment. I decided to let the students discuss whatever they wanted as long as it encouraged understanding and analysis. Somebody spoke up right away. (That was nice – no long pause.) Another person responded on a different topic. (Oh, no! What should I do?) The third student went back to the first topic. (Some relief.) Soon the two topics merged. (Such luck!)

In this case the students themselves controlled the discussion. I soon learned which ones to call on to keep the conversation from straying too far a-field from the topic. If they take the responsibility, let them, and count it as a blessing — don't force your role. Otherwise, assert your control firmly, gently, and supportively. I also suggest some patience. Don't think you have to fill in every pause. Look around for someone who is obviously thinking, who might want to speak out but seems hesitant, and ask if that person has something to add. If you ask deep questions and pause pensively, you might encourage thinking. If the students know that considered thought is what you expect, their natural tendency is to respond to those expectations.

taught: grammar and syntax, speech and pronunciation, vocabulary, reading facility, cultural information, and so forth. Before a student can begin to work with a new language, they have to be exposed to all of its facets. The diversity of the teaching task can seem overwhelming; but the organized, plan-ahead type of TA can use this variety to great advantage. This diversity makes language classes more interesting. Many TAs find that daily timetables help with covering the required topics. However, these timetables have to be flexible to allow for ad hoc drills, explanations, and conversations about troublesome points and situations.

Within the rather strict format of the department's language program, TAs do have certain latitude in developing their own style and strategies. There are many different ways of structuring the class, using drills, encouraging oral participation, and employing teaching aids. These are the areas in which foreign language TAs develop their own creative approaches and their own unique classroom styles. You can try any number of different strategies to liven up and personalize your classroom, such as the following:

- Try breaking the class into small groups to give students the chance to speak in a less public situation. Students can practice drills or dialogues, prepare short dialogues or skits, and review homework. Small groups can be used for almost anything.
- Look for different ways of helping students work with the language and culture. For example, use slides, jokes, cartoons, children's books, classroom guests, or online daily newspapers.
- Lighten up on your organization plan occasionally so you can notice what your students are learning and what they're missing. Pay attention for blank stares or embarrassed silences. Ask frequently if students are following you and encourage honest answers. In a language class particularly, it is essential for students to keep up with concepts as they are presented. So check often!
- Where possible, present material to students using subjects that are relevant to their lives. If the subject is interesting to them, they will have more information to communicate to one another and to you – and they will be more eager to do so. Within the artificial language-learning framework of the classroom, you can at least approximate a real language experience for your students. Encourage students to use your office hours, either for specific problems or for general conversation practice. Many of us fall into habits that we may no longer notice but which can badly impede student learning. Beware of these common pitfalls and their effect on your students.
- Explore tools that will help you and encourage your

students to do the same. Language teaching is an area that has seen the benefits of modern education technologies. TAs speak of a renewed enjoyment of teaching languages because of the liberating and creative implications of online newspapers, easily available fonts, and so forth.

- Occasionally assist students with the expression of their answers in the target language. It is easy to forget how long it takes for a beginning language learner to formulate and produce answers.
- Don't do too much of the talking yourself. The students are learning to speak as well as to listen.
- Don't get in a rut. For example, you may wish to avoid the technique of always asking questions, then students will only know how to respond in the target language. In addition you may wish to avoid using particular artificial pattern drills because students will become accustomed to these unreal patterns.
- Don't forget to praise and encourage your students. You can't do much to overcome your students' embarrassment at their first attempt in a new language. Remember to notice and appreciate in words a job well done or an effort well made. Be careful, however, of becoming indiscriminate in your praise. Your positive comments should mean something to students.
- Don't lose your patience. Students need all the encouragement and praise you can give them in learning a new language. Intimidation is one of the fastest ways to block their classroom participation and to kill a student's enthusiasm.

## TEACHING WITH TECHNOLOGY

### Why teach with technology?

A healthy skeptical outlook is appropriate when it comes to new educational tools. The general perception of technology by individuals outside the educational field may be optimistic and positive, but teachers are often more cautious.

There are two general reasons for instructors to use technology: to make teaching easier and to make it better, in terms of enhancing student learning. Both aspects do not necessarily have to be present when deciding whether to use a technology. For instance, if a program makes the instructor's job easier but does not raise the bar for student learning, it is nevertheless worth pursuing. However, most well-conceived uses of technology aim to improve both dimensions.

## Approaching Technology and Learning

TAs should approach technology carefully and with a critical eye towards its effectiveness in both dimensions discussed above; technology should not be blindly incorporated into teaching. When incorporated creatively, technology can lead to an interesting, engaging, and fun learning experience for both the teacher and the student. When used poorly, technology can represent a significant barrier to learning.

An instructor's decision to use or forgo any particular technology depends on a number of factors, including:

- Convenience and availability*
- Capacity of support infrastructures*
- Expense*
- Students' level of skill and comfort*
- Instructor's level of skill and comfort*
- Required preparation time*
- Technical requirements*
- Capacity to handle certain types of information, such as images, sound, or long passages of text*
- Influence on classroom dynamics (does it encourage students to talk to each other?)*

After taking all these factors into consideration, TAs still have to face the most challenging task, namely how the technology will further the goal of student mastery of class material. The following five questions represent a good strategy for deciding whether or not a given technology will in fact do this.

### 1. What are my goals?

When making any decision about what to teach or what strategies to use, the end goals of the course should always be kept in mind. A given activity or technology should be avoided if it is not clear that it leads students towards the learning goals for the course.

### 2. How can I (or rather my students) achieve these goals?

There may be any number of different paths to learning goals for a course. A path represents the combination of activities, both non-technological and technological, that students will engage in to reach the learning goals of the course. For example, a TA may use one or a combination of the following to help students learn Spanish verbs:

- group discussion*
- read a newspaper*
- watch a video*
- write an essay*
- memorize a word list*
- create a web page*

How do the choices that involve technology help to enhance achievement of these goals? Additionally, how does the combination of technological and non-technological strategies enrich your classroom?

### 3. What technologies are available?

It may be difficult to choose a technology if you don't know what is available. It might be fun to have students build web pages, but is server space available to host them? Are there people available who could offer technical expertise in helping students upload their web pages? Is there a computer lab available where students might work on their projects? If you use a discussion board, will your students have Internet access to be able to post to it? Given such questions, a TA will need to stop and take inventory of what is available to their class before they engage a particular technology.

### 4. How do I decide which technologies to use?

Technology may hinder student learning as easily as it helps. TAs should carefully examine whether the technologies and activities they plan to use will efficiently and effectively lead students towards learning goals. Will a given technology help students remember important facts, enhance the quality of discussion, or increase students' ability to apply information? Also, TAs should be careful to avoid making "horizontal movements" through technology. In other words, does the use of technology enhance student learning or is it just a different way of accomplishing exactly the same thing? For example, a Power Point presentation may not necessarily accomplish more than flashcards in a language class. By avoiding horizontal movements, TAs can focus their efforts on choosing technologies that go beyond what has traditionally been available to enhance student learning.

### 5. After the activity or course has ended, ask yourself and your students 'how did things go'?

TAs should conduct an evaluation of the activity or course in order to ensure that the quality of their teaching improves. Did the technologies help students? Did students achieve the learning goals? Did the technology make the information more accessible? Were any difficulties in student learning a result of the technology used or simply the result of complicated material? Are there improvements you could make or different strategies you could use the next time you teach your lab, section, or course? Some teachers actively maintain a journal that they can reflect upon for improvement. Others rely on the ongoing development of their teaching portfolio. Still others use mid-term and end-term evaluations from students to guide them in making adjustments.

## TECHNOLOGIES, PROGRAMS AND SERVICES

### Email

Email can greatly expand students' access to the instructor. If students have a question over the weekend, cannot attend office hours, or merely have a simple, straightforward inquiry that does not require an elaborate answer, email can be the ideal medium for instructor-student communication. Email provides considerably greater access for students than merely two or three office hours per week. Additionally, email is a much less intimidating means of communication for shy students. The course email address is one of the vital pieces of information that should be included in a course syllabus. Consider assigning a course email address different from your personal one. Providing this address implies that instructors and TAs will be regularly reading and responding to email. It might be a good idea for the instructor to indicate to the students how often and when emails will be read.

Email allows three types of correspondence: one-to-one, individual correspondence with students; one-to-many correspondence in which distribution lists for the course can be used to send messages to all of the students; and many-to-many correspondence in which all of the instructor's and students' messages are automatically sent to everyone in the course. Check with faculty and students that it is permissible to release email addresses to the class, otherwise the "bcc" function should be used in order to keep email addresses private. Instructors will want to make it very clear to students what type of correspondence should be sent to the course email list (for example, all questions related to course content) and what is appropriate to send personally to the instructor.

### Class Web Pages

All UCLA instructors are encouraged to create or augment homepages for the courses that they are teaching. The following types of information on a course homepage can increase the teaching and learning value of the page:

- The course syllabus, schedule of assignments, and course policies and procedures
- Sample exam and essay questions
- Frequently asked questions (such as appropriate citation style for papers or examples of difficult problems) and their answers
- Selected links to other websites that may be of interest to students in the course
- The email addresses for the course instructor and TAs (It is recommended that these are course-specific, for example, InstrBio3 or TA1Bio3, rather than personal email addresses.)
- Course reading materials. Instructors may scan materials into their homepage, in accordance with copyright restrictions, or work with College Library. The following Electronic Reserves website will provide more information: [ereserves.library.ucla.edu](http://ereserves.library.ucla.edu). More copyright information is available through a SIANME (Scholarship in a New Media Environment) Webcast at [www.oid.ucla.edu/Webcast/Sianme/SIANME\\_031030.html](http://www.oid.ucla.edu/Webcast/Sianme/SIANME_031030.html).
- Lecture outlines and handouts. Instructors are often concerned that if they give students too much detail in the online materials, students will no longer come to lecture. However, an outline of the lecture, with key terms provided, can be an excellent tool for helping students learn more effectively and for modeling how to take notes in the discipline. In addition, handouts that give questions for both pre- and during lecture reflection are known to enhance learning by providing a focus.
- Guidelines for thinking critically about course-pertinent websites. The web can be an intimidating resource for students. When an instructor puts a book on reserve in the library, a student has some sense that it has been assessed by the instructor. However, in the case of the web, thinking critically about the materials and resources found on web pages is a skill an instructor may need to develop in students. A reference or worksheet that helps students "interrogate" a site can be invaluable. Several UCLA libraries also offer training on critical thinking about information resources, and a specialist can meet with a class to provide training on this and other topics, such as writing a research paper. See [www.library.ucla.edu](http://www.library.ucla.edu) for more information about these and other related library services.

### CCLE and Moodle

The Common Collaboration Learning Environment (CCLE) is a campuswide initiative. Its long-term goal is to bring together disparate online tools, such as My-UCLA Gradebook, library reserves, Video Furnace, and turnitin.com, so that instructors will have a one-stop shop for developing their online courses. Many divisions on campus have recently adopted the CCLE course management system that utilizes Moodle. Moodle (Modular Object-Oriented Dynamic Learning Environment) is an open-source course management system that offers UCLA faculty and staff a rich and stable online environment for many of their teaching, learning, and collabora-

tion needs. For more information, contact OID's Teaching Enhancement Center (TEC) at 310-206-4599 or by email at [tec@oid.ucla.edu](mailto:tec@oid.ucla.edu).

### Comprehensive Web-based Tool Packages

Some departments and divisions provide software for course websites that bundles together many teaching support functions including electronic conferencing, email, posting of syllabi and course materials, as well as course management functions, such as online quizzing and online record-keeping. For example, the Chemistry Department has developed the "Virtual Office Hours" (VOH) package. Many departments in the Division of Social Sciences ( see [www.sscnet.ucla.edu](http://www.sscnet.ucla.edu)) use the "Class Web" package. The Humanities Division (see [www.humnet.ucla.edu](http://www.humnet.ucla.edu)) and some departments in Life Sciences are implementing the "WebCT" package. Instructors whose departments have not yet implemented such software may achieve some of these functions by using their course website and email. It is important to consult with technical support staff before adding new software because of the impact it may have on existing software, student access and support issues.

### Computer Resources For Students At UCLA

All UCLA students have access to computers on campus through various computer laboratories in the residence halls, in departmental computer labs and in College Library. The Schedule of Classes (see [www.registrar.ucla.edu/schedule](http://www.registrar.ucla.edu/schedule)) lists the locations of computer labs. UCLA students are also all given free email, Internet access, and space for a web page. Students may download a suite of communication tools called Bruin OnLine, which includes email and other software, at [www.bol.ucla.edu](http://www.bol.ucla.edu). Ideally, instructors can, therefore, assign computer- or Internet-based assignments knowing that all students should have the access they need. Not all students live on campus or in Westwood, however, and some students who live off-campus and work part- or full-time may only be on campus long enough to attend classes. Some students may not have Internet access at home. Moreover, there is often a significant wait time for students to get into computer labs on campus. In both the course syllabus and on the first day of class, instructors should clarify their expectations regarding student access to and use of computers and the Internet.

Instructors should also anticipate that students will have vastly disparate knowledge of computer and Internet technology. Thus, some instruction of this technology is likely to be necessary in any course that relies on it significantly. College Library (see "Information Literacy and Instruction" under "Services" at [www.library.ucla.edu](http://www.library.ucla.edu)) offers courses in information literacy every quarter, and instructors may wish to alert their students to these services.

### MyUCLA

The MyUCLA website ([my.ucla.edu](http://my.ucla.edu)) provides a customized single point of entry for students, giving them a list of all their current course websites, as well as additional information on topics such as finances, health, and housing. The schedule for final exams, including time and place, are also provided on their page.

### UCLA Gradebook

MyUCLA offers a feature called Gradebook that allows faculty and TAs to log course grades online and undergraduates to track their progress in any given course. To do this, instructors must choose the Gradebook route as opposed to the Gradebook Express option which only requires final grade entry. The instructor of record for any course will have to arrange for their TAs to log on to Gradebook if TAs are to be responsible for entry of grades.

### Bruin Online

Bruin OnLine (BOL) is a collection of services for UCLA students, faculty, and staff, which includes email, web hosting services, network connectivity including wireless, free software and support. Bruin Online email accounts within the UCLA domain ([anymail@ucla.edu](mailto:anymail@ucla.edu)), store an email quota of up to 150 MB. Visit [www.bol.ucla.edu](http://www.bol.ucla.edu) for more information.

### Campus Computing Labs

There are many types of computing labs across campus. Some have Macs, others have PCs. Often these labs are open for drop-in hours so that students can work on assignments. In addition to offering labs for teaching and drop-in hours for students, the College Library Instructional Computing Commons (CLICC) also provides a map and contact information for computer labs spread across campus. You can visit CLICC at: [www.clicc.ucla.edu](http://www.clicc.ucla.edu) for more information.

### The Office of Instructional Development

The UCLA Office of Instructional Development (OID) offers many programs and services to help UCLA faculty, lecturers, and TAs improve their teaching through the use of technology. For more information about the variety of services provided by OID, visit [www.oid.ucla.edu](http://www.oid.ucla.edu). For technology-specific training, visit [www.oid.ucla.edu/training](http://www.oid.ucla.edu/training).

### Teaching Assistant Training Program

The TA Training Program (TATP) at UCLA helps all TAs across campus become better teachers. TATP offers training programs and other resources to help TAs improve their teaching and advance their professional development. The annual OID Teaching Assistant Conference, held on the Monday of Week 0 every Fall Quarter, offers new and continuing TAs a series of workshops

designed to help them improve their teaching. Teaching Assistant Seminars are a series of quarter-long department based seminars, usually numbered 495, that aim to help new TAs develop good teaching skills. Technology TA Seminars, usually numbered 496, are quarter-long seminars designed to help TAs improve their teaching through the appropriate application of technology. OID also offers the Test of Oral Proficiency (TOP) and information about pedagogy, tutorials, listservs and other resources. For more information please visit [www.oid.ucla.edu/tatp](http://www.oid.ucla.edu/tatp).

## OFFICE HOURS

The TA's office hours are an important part of any section. However, while every TA must hold office hours, students are not required to attend. In order to encourage your students to take advantage of office hours, you could consult with the class during the first week of the quarter regarding when office hours will be held, and jointly come to a decision so a schedule convenient to all can be established.

Undergraduates, especially freshmen and sophomores, are often not used to personal contact with instructors. How do you get these students to come to office hours? One strategy is to let them know frequently that they are welcome and that office hours are important and beneficial. Invite them individually. A comment on a paper, such as "I'd like to discuss this further with you," can motivate a student to come to office hours. Some TAs find that posting answers to a quiz or homework problems in their office is also an effective means of attracting students to office hours.

Getting students to attend office hours is not always a problem. You may find that students not only come to office hours but come for a variety of reasons. You may find yourself helping a student with the material for the course you are TAing, with the logistics of a separate course that contains unfamiliar material, or even with a personal problem. In terms of the latter two categories, you might need to establish boundaries as to what you will and will not cover. In a situation in which a student is asking for more personal counseling, remember that you are not always the best qualified person to whom the student should be talking. If you feel that the student needs more specific advice, you may be able to suggest someone more appropriate who can provide it, for instance Student Psychological Services. (The section on page 14 of this handbook devoted to "The TA as Informal Advisor and Counselor" has been compiled to serve as a referral list for you.)

Whatever students have come to talk to you about, try to be as approachable as possible. The best thing to do when a student visits during your office hours is to make him or her feel welcome. It is very easy to make students feel that they are intruding; it takes only a little

more effort to create a relaxed, pleasant atmosphere in which communication is natural and easy.

Unless there is a specific issue that you know a particular student is having trouble with and that needs addressing, rely on your students to tell you why they have come to see you. You may suspect some hidden problem, but you should not press the student to disclose it. You can help students if they actively request it, but your responsibility does not need to extend further than responding to their requests or giving them an appropriate referral.

Listen to your students when they visit during your office hours. Give them your undivided attention. This is all part of making students feel welcome and encouraging communication. The best way to show that you are listening is to ask questions. Questioning also shows students that you find their concerns important. Students often fear that they are wasting your time. By listening attentively and responding thoughtfully, you can relieve their anxiety.

You should realize that you won't always be able to provide the answers or information that your students need. If you are tutoring a student in the material for your course or realize they need a referral, there is nothing wrong with saying, "I don't know, but I can find out for you." Be sure to get back to them.

Below are some tips for helping TAs conduct successful office hours:

- Choose the location where you hold office hours carefully. If possible, hold your office hours in an official TA office. If not, choose a location that will allow students to feel comfortable, neither isolated nor surrounded by crowds.
- Keep the door to your meeting place open at all times: this is for your own protection as well as helping the students feel comfortable. It will also help other students know that you are present.
- Spend time assessing the needs of the students. Listen to the student as much as you talk. Allow the student to tell you about their difficulties or ask questions before you start giving advice.
- Some problems are not meant to be solved by a TA. You are not a trained counselor - even if you are, it is not your job as a TA to counsel students on their personal problems. Undoubtedly, some student may bring such issues to your attention; direct them to the appropriate campus programs and resources for getting help.
- Set clear limits at the beginning of the quarter on how much time you will spend helping an individ-

## Graduate Student Experience

### Office Hours

I find office hours so valuable that I make at least one visit mandatory. My most successful students soon acquire the habit of bringing their work weekly. Some students – those who ultimately earned the highest grades – often talked for more than an hour. We chewed over mistakes in their papers, discussed approaches to future assignments, followed up points raised in class, and swapped stories. New TAs should get their students into the habit of attending office hours by any means available. The sooner you meet face-to-face, the sooner you both relax. The rapport carries over into the classroom.

ual student while others are waiting. Will you meet with students in groups or individually? Will you hold appointments outside of your regular office hours?

- Attend your office hours. If you leave for any reason leave a note on the door to let students know where they can find you or when you will return.
- Try not to get caught up in arguing over grades and individual points. Spend your energy on the overall learning process.
- Encourage students to come to office hours. Some students find the prospect of meeting face to face with a faculty member or TA intimidating. Inviting students and frequently encouraging them to visit office hours can relieve some of the fear.
- If you schedule your office hours to begin in the bottom half of the hour (e.g., 11:30am - 12:30pm), more students will be able to attend.

## STUDENT WRITING

### Your Students' Background in Writing

Your students have a varied history of writing and composition instruction, but some patterns do exist. Because most students are graduates of California public schools, it is likely that their high schools, even in affluent districts, had large classes with many demands placed on their teachers. As a result, they probably did not receive much direct instruction in writing, nor did they receive much specific response to their writing. In addition, their assignments probably called for information retrieval, summary, or statements of opinion—not the kind of argumentative or analytical tasks required by most university-level assignments. Patience and a

commitment to furthering student learning is therefore required when dealing with student writing.

Depending on the level of class you're teaching, your students may have completed some of UCLA's writing requirements for undergraduates:

### *Universitywide Analytical Writing Placement Examination*

A requirement of all UC students, this is satisfied by a majority of UCLA students by taking a placement exam in the spring of their senior year of high school. If they do not pass the exam, they must take either English Composition 2 or ESL 35. Satisfying this requirement with a grade of C or higher is a prerequisite for Writing I.

### *Writing I*

A majority of UCLA students meet this requirement, which focuses on general academic writing, by taking English Composition 3. Satisfying this requirement with a grade of C or higher is a prerequisite for Writing II.

### *Writing II*

For students in the College of Letters and Science, this requirement introduces them to discipline-specific writing. They fulfill the requirement by taking a course designated with a "W" (e.g., English 100W) taught within a department or program in the College. First-year students can satisfy both the Writing I and Writing II requirements by participating in the year-long Freshman Cluster Program.

As a TA, you will most likely teach or evaluate some kind of undergraduate writing, be it an essay, abstract, or lab report, even if you are not assigned to one of these formal writing courses. Given that writing is central to a liberal arts education—and is a vital life skill—teaching writing effectively is essential. And, thankfully, you don't have to be a grammarian to do it! In fact, your primary job when teaching writing is to help students refine and develop their central ideas. To emphasize clarity and logic, you'll want to think through your students' writing process and consider the ways you can best help them.

### Writing Assignments

Think of an individual assignment as a group of activities—a "package"—that collectively focuses on the writing process. These activities can include clarifying the assignment for your students, breaking down the assignment into stages, and helping students with the process of drafting and revising (if permitted). You may even have your students reflect on their writing once they've completed the assignment.

When you get an assignment from the course's faculty instructor, ask yourself a series of questions about the prompt. Your answers to the following will determine what you should cover in class to best prepare your students to write: What is the primary intellectual task

the assignment requires? What do students need to know to successfully write this assignment? What do they have to do? What is the scope of the assignment in terms of course readings and outside material (what is required and what is prohibited)? Where might students get into trouble with this assignment? Where would you begin if you were writing this assignment?

Another question to ask yourself is the following: Are the “helper” questions included to stimulate student thinking clearly marked as such, rather than as questions for them to answer one by one? One of the most common and basic misconceptions of undergraduate students is how to approach an assignment prompt, and helper questions often add to the problem. Students often think of the prompt as a series of questions that they must answer rather than as a framework within which to develop their own original, analytical arguments. Be prepared to give your students models and practice in developing appropriate thesis arguments in response to the prompts for paper assignments.

Finally, break down the assignment into the steps your students must take to complete the assignment, such as gathering data or identifying relationships among texts. To take them through the process of doing the assignment, create in-class activities or give them take-home work to discuss the next time you meet. Sometimes it’s helpful to show your class a couple of examples of the sort of work you’re expecting from them. Check with your faculty instructor, other TAs, or your department for archived copies of good student writing.

### Pre-Writing

Determine which writing and conceptual skills are required by the assignment, and then let your students practice them. Create short reading assignments and in-class exercises that exemplify the kinds of thinking and writing your students should do to complete their full assignment. While you yourself should demonstrate the skills they’ll be employing, such as how to do a close reading or work with different types of sources, you should have students do some of this work themselves. You might, for instance, have small groups brainstorm evidence to support a particular thesis, or ask students to bring in thesis statements for the class to critique. The bottom line is that students can’t learn writing skills and strategies from just watching you. As a plus, your students’ hands-on engagement with the material and methods of inquiry will lead to an active, multi-vocal classroom.

### Responding to Student Writing

Although undergraduate writing frequently exhibits problems in grammar, syntax, word choice, and punctuation, restrain yourself from writing too much on a student’s text. Instead, point out patterns of error or awkwardness in standard English expression rather than

marking every error or even trying to “fix” grammatical problems. Put your main energy into signaling your reaction as a reader who is, for example, confused, surprised, or even delighted, rather than as someone looking solely for technical precision. A macro - as opposed to a grammar-focused micro - perspective, one that focuses on conceptual or rhetorical difficulties, will result in the most impact on your students as writers.

You can provide feedback to your students’ writing in several ways. Bearing in mind that your faculty instructor may have a preference, consider these three ways to respond to your students’ work:

#### *Responding in Writing*

Whether you’re responding to student writing on a hardcopy or online, first read the essay through quickly without marking anything. You’ll get an idea of the main issues that require comment rather than getting caught up in all the mistakes you see. When you do start writing, focus your notes in the margins on just two or three main issues, such as argument, development, and organization. Try to avoid making generic statements such as, “interesting” or “relevance?” Instead, respond briefly to the particular point: “I’m confused. Do you mean X or Y?” You should note repeated blunders in grammar or diction. If you see multiple problems in sentence expression, mark up one paragraph or a few lines as a model for how the student can rework the prose. Instructors are good at pointing out what’s not working, so don’t forget to say what is working, such as good insights into the material. Your comments at the end of a student’s work should begin by acknowledging what it has succeeded in doing, even if it’s only recognizing what it has attempted to accomplish. Refer to the notes you’ve made in the margins as concrete examples of the principle issues you’re discussing in your end note. Let your students know that you’ll be looking for improvement either in the revision (if allowed) or in the next essay assignment. You may want to recommend that they see you or a campus tutor for more clarification or assistance (see Tutoring Resources below).

#### *Responding in Peer Review*

If peer review workshops are appropriately structured and focused, they can supply students with useful feedback on their drafts and help them become more critical readers of their own work. Peer review can complement or on occasion replace the instructor’s comments, particularly late in the quarter when students are more fluent in discussing writing. You can use peer review for most stages of the writing process, from thesis statements, to individual sections, to entire drafts. Conducting a successful peer review section, however, requires more than having students read each others work; in fact, it requires careful planning and you should be prepared to provide examples of helpful peer reviews

(ideally provided by the course instructor), give guidance about constructive criticism practices, and use peer review sheets to guide peer review sessions. You could also provide specific written directions for the peer review session, either on a handout, on an overhead, or on the board. When planning your class, remember to account for the time it takes for students to swap, read and make written and/or verbal comments on their peers' work. Avoid making groups of more than three or four students, and make sure to get permission from each of them to have their work read by their classmates. Also, be sure to explain the rationale for peer response work: "If you look critically at a classmate's writing, not only will you be helping them improve, but in the future this skill will help you look critically at your own work."

### *Responding in Conferences*

Holding individual conferences to talk about student writing is optimal in many ways. Whereas we normally read in isolation and can only guess at what the writer means, the writer's presence enables us to clarify the intended meaning and allows the student writer to understand where his or her readers are confused, need more detail, etc. Ultimately, this helps students clarify goals for the paper. Encourage students to take notes on the conversation so they have a record of points raised.

### **Grading Student Writing**

You'll find that evaluating writing assignments with some sort of grading guide is useful. Your allocation of grades or points will be fairer, especially if you're reading into the early morning hours! Grading rubrics usually describe the features that will constitute A-range work, B-range work, C-range work, and so on (or the points equivalent). You can sketch your own set of grade expectations for a particular assignment or develop one collaboratively with the faculty instructor and/or with other TAs. For some departments an original thesis argument together with its successful development and support are the main criteria for grading. Other departments may focus on a more holistic assessment of student writing that values the effectiveness of the whole piece—its thesis, evidence, logic, language, grammar, mechanics—more than its individual parts. Consultation with the course instructor should clarify the grading criteria for your department.

### **Tutoring Resources**

Referring students to one of UCLA's tutorial centers is an excellent way for them to have a thoughtful conversation about writing and can relieve you of being their only source of consultation. Recommending a tutor is especially useful if you want a student to work on the patterns of grammatical or syntactical error or a particular stage of the writing process. Apart from the Athletic

Department's tutoring program for its athletes, the primary campus resources are listed below:

Covel Tutorials Composition Lab and the Covel Tutorials ESL Tutoring Lab offer free peer tutoring in 228 Covel Commons. Students are required to make appointments Monday - Thursday 9am-9pm and Friday 9am-5pm (310-206-1491). Drop-in tutoring is available Monday - Thursday 7pm-9pm. Tutoring referral forms are available; you can also arrange for a Covel tutor to give a brief presentation to your class. For more information go to:

<http://www.college.ucla.edu/up/aic/tutoring.html>

Academic Advancement Program (AAP) Tutorial Services offers free tutoring to AAP students in 1214 Campbell Hall. Students are eligible for AAP "if their academic profiles and personal backgrounds may impact their university experience and their retention and graduation from UCLA" (AAP website). You can encourage your AAP students to reach their Humanities tutor at 310-825-8060. For more information go to:

<http://www.ugeducation.ucla.edu/aap/tutoring/index.html>

### **The teach2write Website**

The teach2write website (<http://write.oid.ucla.edu>) was designed to help instructors, in particular TAs, prepare themselves to become more effective teachers of writing to UCLA students.

Faculty members and TAs from virtually every department complain about student writing at UCLA. While the University has taken steps to improve undergraduate writing competency by introducing special writing courses across the disciplines, many students still need help with their writing. There is, however, an understandable tendency on the part of instructors' to avoid dealing with student writing. Most professors, instructors, and TAs are already overwhelmed with the task of teaching their own subjects, have not been trained in how to teach writing, and do not have access to the kinds of resources that facilitate incorporation of writing instruction into their courses. The teach2write website aims to fill this gap and provide useful assistance to anyone who finds that their students' writing needs addressing.

This website consists of six modules:

1) understanding your students, 2) clarifying the assignment, 3) preparing the students, 4) responding to students, 5) grading student writing, 6) dealing with plagiarism. In addition, the website also has a section of supplementary teaching materials that instructors may choose to use.

### **The Graduate Writing Center**

The Graduate Writing Center (GWC) office is

located in B11 of the UCLA Student Activities Center. The GWC offers friendly, experienced, and free writing consultation appointments to graduate and professional school students at all levels and in all disciplines, offering advice not only on the writing of dissertations, theses, etc., but also on the teaching of writing. The GWC also offers a variety of writing workshops and programs year-round, including a workshop entitled Writing Pedagogy Overview that aims to help graduate students become better teachers of writing. Please see the GWC website for more information at <http://gsa.asucla.ucla.edu/gsrc/gwc/index.htm>.

## EXAMINATIONS

The quality and fairness of exams is a critical, and often stressful, aspect of work for TAs. Many TAs are called upon to construct examinations and quizzes, or to submit questions for them. First, you must decide what goals, definitions, concepts, and values are absolutely essential to the unit you are teaching. To this list, add the important intellectual skills you want your students to acquire. Then consider the constraints of the exam format and schedule. Will exams be in-class, take-home, open- or closed-book, multiple choice, short answer, or essay? How many exams will there be – a single midterm, two midterms, a series of quizzes, or a final? Students feel a compelling need, sometimes from the first day of class, for this information and to know the relative value of each exam.

In order to write effective exam questions, you need to keep in mind that serious learning involves the following hierarchically sequenced categories of thought (from lower to higher):

*Memory (recall or recognition of information)*

*Translation (deciphering symbols or technical language)*

*Interpretation (discovery of relationships among facts, generalizations, definitions, values and skills)*

*Application (identifying issues in lifelike problems and selecting the proper generalizations for solving them)*

*Analysis (breaking down a problem with conscious use of defined forms of thinking)*

*Synthesis (solving problems by creative thinking)*

*Evaluation (judging right from wrong according to standards)*

After you have written your questions, examine and classify them according to the categories of thought required in providing answers. You may find that most of them simply involve memory and that with a few

small changes you can produce questions which engage a higher level of thought.

Examinations usually produce a high degree of anxiety for students. You can help minimize this by establishing a policy regarding exams and grading and by stating it explicitly. Determine whether you will offer review sessions, if makeup exams will be possible, or if questions will be answered during the exam. In addition, tell your students when the grades will be posted or when the corrected exams will be returned.

## MORE ON GRADING

Grading is a major concern of most TAs. Many TAs find the switch from instructor of students, which is perceived as a partnership, to grader, which is perceived as a judgmental relationship, very awkward. Some new TAs grade quite harshly at the beginning of the course to show that they have high standards. Others, who disdain the grade system, are quite lenient. Often, after acquiring some experience with grading, TAs settle on a middle ground.

Grades should conform to the practice in the department and to UCLA policy. Grading policies of the department, college, or campus may limit the grading procedures that can be used and force a basic grading philosophy on each instructor in that administrative unit. Departments often have written statements that specify a method of assigning grades or mandated percentages of As, Bs, Cs, Ds and Fs that may be indicative of implicitly stated grading policies.

Grading plans should be agreed upon ahead of time with the professor and any other TAs assigned to the course; they should then be communicated to the class at the beginning of the quarter. By informing students early in the quarter about course priorities, the instructor helps students structure their work. Students should be informed about which course activities will be considered in their final grade; the importance or weight of exams, quizzes, homework sets, papers, and projects; and which topics are more important than others. All of this information can be communicated effectively as part of the course outline or syllabus.

Grading plans stated at the beginning of the course should not be changed without thoughtful consideration and a complete explanation to the students, preferably in writing. Altering or inconsistently following a grading plan is analogous to changing the rules in the middle of the game. It becomes extremely difficult and frustrating to participate. When the rules need to be changed, all of the players must be informed and, hopefully, will be in agreement as to what the new rules are.

Any grading components of a course should be approached with care and accuracy. Carefully written tests and/or graded assignments (homework papers and projects, for example) are keys to accurate grading.

In view of the many ways course grades are used, each should most accurately reflect the level of competence of each student.

The number of components or elements used to assign course grades should be large enough to enhance high accuracy in the final grade. The minimum number of tests, quizzes, papers, projects, and/or presentations needed must attempt to secure as much relevant data as is reasonably possible to ensure that the course grade will accurately reflect each student's achievement level.

TAs can alleviate some of the anxiety associated with grading by considering methods which de-emphasize individual competition and focus instead on learning. Group projects are one way to achieve this. Another suggestion is to avoid grading on the basis of a normal curve. If standards are constant from year to year, students can work with each other even in classes where exams and grades are based on individual work. A basic understanding of concepts and relationships is frequently improved by discussing ideas with peers. Encourage the formation of study groups to enhance learning in this regard.

Because grading standards are unavoidably subjective, it is useful to try to see each student during office hours before the end of the quarter and estimate his or her probable grade. This technique generally works well because it allows students to know where they stand and gives them some control over their final grade, as well as the responsibility of deciding what to do about it.

No matter what method you use, some students invariably will complain about their grades. Take these students seriously; recalculate their scores or reread their exams. It is possible that you made a mistake. If you did not, be firm but gentle, state your standards, and refrain from extended arguments. If the student is adamant, be sure to inform the student that they can speak to someone else and send him or her on to the next step in the appeals process. For most TAs, this will be the instructor of the course. Find out ahead of time who is next in line and be clear about how much responsibility your professor expects you to take regarding revising a grade; professors' opinions vary widely on this issue.

## CHEATING AND PLAGIARISM

Cheating is an issue most instructors would prefer not to have to deal with, but it is a real problem in college teaching and cannot be ignored. Studies on cheating in college routinely report that a significant percentage of undergraduates admit to cheating.

The usual reason given for cheating is the intense pressure for grades – “since many other students are cheating, I have to do it to keep up.” Also, students report that “the instructor and TA didn't seem to care.” A UCLA survey conducted by the Office of Student Affairs

reported that 75% of UCLA seniors feel that instructors and TAs should make a greater effort to prevent cheating.

In addressing this subject, however, bear in mind that an adversarial relationship between teacher and student, or one that emphasizes mistrust, is not conducive to learning. In making your arrangements to prevent cheating and in discussing cheating with students, express your thoughts in the spirit of trying to make student evaluation fair for all. Additionally, point out that students who rely on cheating fail to learn the subject matter, and given that tuition is so high this is neither a logical nor fruitful approach. Build your argument and relationship with your students on a basis of wanting to teach them something valuable and pointing out that cheating will undercut this goal. Do not give students the idea that you are a “security officer” who enjoys catching cheaters. Nor should you let cheating get the best of you and dominate your outlook. Try to design your exams towards learning goals, rather than protection from cheating.

Finally, if you must deal with cases of cheating, try to resolve them before getting involved in formal proceedings. For more information or advice, call the Ombudsperson or Dean of Students office. Very simply, the best way to handle cheating is to try to prevent it.

### Preventing Plagiarism

The UCLA English Department's Style Sheet defines plagiarism as “the use of another's words or ideas as if they were one's own.” Most students understand that turning in a paper purchased from a research company as if it were one's original work is plagiarism; however, many students are not clear about the sometimes subtle distinctions between quoting a sentence, paraphrasing a sentence, and plagiarizing a sentence. Many students do not understand how to correctly use another person's ideas. Even when students struggle to learn a method of citation, they soon learn that instructors' requirements for citation often vary from discipline to discipline.

If you require any writing in your class, whether “original” or “research,” the following suggestions may help increase the likelihood that the papers you receive are written only by students in your class, and that those papers are written to your specifications.

Discuss the concept of plagiarism. For example, clarify your expectations about the use of outside sources and the proper procedures for crediting those sources.

Define acceptable collaboration. For example, as students prepare to write their papers, may they discuss their ideas with others in the class? If so, how much similarity may there be in the discussions or examples of their papers?

Discuss tutoring and proofreading. Is it acceptable in your class for a student to have someone check assignments for spelling or grammatical errors? What about correcting awkward sentence structure? Is it accept-

able for a “proofreader” or tutor to make changes to a student’s paper?

Assign paper topics that are specific and require original research. If this is not possible, as the papers are submitted to you, consider photocopying at least the first page of each, to compare for similarity with other and future submissions.

Require students to submit evidence of progress on their papers and to discuss ideas with you in office hours as the quarter progresses. Or ask for drafts and notes to be turned in with final copies.

Require oral presentations on the papers submitted. It is difficult to make an adequate presentation on a paper one hasn’t written.

### Preventing Cheating on Exams

“Wandering eyes,” using crib notes, and talking are common forms of cheating that any student will tell you can be found in exam situations at a university. While no class or exam is “cheat proof,” there are some simple strategies you can use to make cheating in your class more difficult and less attractive. Don’t be timid; most students appreciate an instructor’s efforts to make the testing situation fair for all.

Define what you mean by “cheating.” Students generally assume that if you haven’t prohibited a specific behavior, it will be permitted.

Discuss the consequences of cheating. Most students found guilty of cheating are usually suspended from the University for a minimum of one quarter. Some are dismissed. People who cheat, and are not caught, can throw

off a grading curve in a class, and ultimately devalue a degree from UCLA.

Discuss alternatives to cheating. Announce any tutorials you may be offering. Encourage students to come see you during office hours if they don’t understand the material. Make students aware of the study skills workshops available free on campus through the College of Letters and Science’s Counseling Office, Student Psychological Services, and College Tutorials. Tutoring on specific subjects is also available through College Tutorials.

Try to provide an examination room large enough so that students can sit in every other seat. You can sometimes get a second room, split a class, and provide enough space for people to spread out.

Use alternate forms of exams with scrambled orders of questions. Switching the color of the paper that different exams are printed on also helps deter students from copying from their neighbors.

Have enough proctors to monitor the area. Proctors should be stationed around the room throughout the exam. Do not allow proctors to read or do homework while on duty. They are there to observe and circulate throughout the room. They should be most vigilant at the end of the exam period, when there is most likely to be confusion as people turn in exams. Try to maintain order and quiet while exams are collected.

To prevent “ringers” (persons substituted by a student to take an exam in his or her place), you may wish to require students to bring identification or to sign an attendance sheet when they turn in their exams. Also, count those present at the exam carefully to make sure that the number of students agrees with the number of exams.

To foil the “lost exam gambit,” require students to sign an attendance sheet when they turn in their exams.

Ask that all books and notes should be placed out of sight, not on the seat between students, nor underneath their seats. Notes have a way of “accidentally” falling into view.

When exam “blue books” are used, have students turn them in prior to the exam for stamping and random distribution, or have students begin on a particular page.

You should supply any “scratch paper” that you permit students to use during an exam.

If you permit re-grading of exams, photocopy exams and quizzes (or at least a sample of them) before they are returned to students to prevent altered answers.

Maintain adequate security at all times for exams, grade books, and grade rosters. These items should be kept in locked cabinets, desks, or files in a locked room. Simply locking an office door is not sufficient.

Departments should maintain security of exams and materials used to prepare and duplicate exams. There are a few documented cases, and many apocryphal tales, about the theft of exams from department offices and trash bins.

## Graduate Student Experience

### Complaints about Grading

The most important method of reducing complaints about grades is to ensure clear communication. Let the students know what you expect, and be reasonably consistent in asking for it. When I teach classes that involve papers or essays, I hand out a sheet telling them what kinds of papers I want for the class. Generally, I want coherent arguments that stick to a well-delineated point. Since many students are not used to writing such papers, I ask for shorter papers than usual, but I give them the option of writing the paper twice. On my first reading I pay careful attention to the structure of the arguments, pointing out both strengths and weaknesses. I also ask questions that direct the students’ attention to points they may have missed, responses to the arguments that they need to consider, other sources, and so forth. Not only do I let the students know what I want, but I get papers that are more enjoyable to read. I get comparatively few complaints about grades, mainly because the students do better. They know that they are kept aware of the standards, vague as they may be, and that they are given sufficient opportunity to get help.

## Dealing with Plagiarism and Cheating

When cheating does occur, it should be dealt with as soon as possible. If you suspect plagiarism, discuss it with the student if you feel comfortable doing so. Ask about the student's use of words, sources, and methodology. Locating the original source that you suspect the student plagiarized from is the best evidence. If the student can't answer your questions about the paper to your satisfaction, consult with the faculty member in charge of the course and then with the Dean of Students' Office. If you suspect that the student has purchased a paper from a "paper mill," check the topic against the various paper mill catalogues that are available in the Dean of Students' Office (1206 Murphy Hall, 825-3871 or [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)).

## Proctoring an Exam

Incidents of cheating are difficult to prove and prosecute without two witnesses to the incident. Most cheating during exams is through "wandering eyes" and talking. If you suspect a student of cheating, it is best to move the individual to another seat quickly and quietly and discuss your suspicions with the student AFTER the exam period. If other proctors are available, ask one to help you keep an eye on the situation and compare observations after the exam is completed. If a student is using unauthorized aids, like notes, collect those from the student, again AFTER the exam, and save them for submission to the Dean of Students' Office together with the exam.

ALWAYS allow the student to finish the exam, just in case your suspicions are in error. If you suspect that a student is cheating during an exam, simply note who he or she is or follow the advice above, and allow the individual to complete the examination. This is important because the student may not have been cheating and to deny the individual the opportunity to complete the examination would be improper. Accusing someone in public is not a good idea and would also disturb others who are taking the exam. In short, you should address the incident after the exam is over.

## Policies and Procedures

Before taking any formal action, TAs should consult with supervising faculty for the course since it is up to the faculty member whether to pursue a case of cheating. The important points to remember in handling any exhibition of classroom dishonesty are:

Deal with cheating directly. Talk with the student. Don't just give a suspected cheater a low grade without comment.

You cannot unilaterally give a course grade of "F" for suspected or admitted cheating. You can only penalize a student on that portion of the course work done while cheating.

Classroom dishonesty is formally dealt with by the Dean of Students. If, however, the student admits to the TA his or her guilt and agrees on the disposition of the incident, the professor can handle the misconduct directly after consultation with the Dean of Students. The Ombudsperson can also serve as consultant for all parties or mediator in dealing with suspected cheating.

After discussion with the student a grade of "DR" (deferred report) should be issued by the instructor which will later be replaced with a final course grade (governed by Divisional Senate Regulation A-315). If the student is unavailable for discussion, this course of actions should still be pursued. Once a "DR" grade has been assigned, the case must be handled by the Dean of Students Office. A letter must be sent to the student, the Dean of Students, and the dean of the school or college in which the course is being taught stating the reasons for assigning the "DR." In addition, you may be asked to help supply relevant evidence if you were the one who first raised the issue.

The letter sent to the Dean of Students should state the facts of the case. This letter should include the names of all persons having information regarding the incident, such as TA, proctor, and other students. In addition, copies of the paper or exam in question, and all other relevant documents, should be sent with the letter to the Dean of Students. These copies should be marked to show the specific parts or items alleged to have been copied or plagiarized. At the administrative level, the burden of proof lies with the instructor.

All disciplinary cases at UCLA, including those involving cheating, are resolved through a two-track system. The first track involves the student conferring with a dean; almost all of the many cheating cases reported annually are resolved in this way. Usually the student admits guilt and accepts an appropriate penalty. If the student does not admit to being guilty, the case proceeds immediately to the more formal track in which the student's position is heard by the Student Conduct Committee in a public or private hearing.

The Dean of Students will inform the instructor as to the outcome of the investigation. If cheating was in fact determined, "the instructor may replace the grade DR with a final grade that reflects an evaluation of that which may fairly be designated as the student's own achievement in the course as distinguished from any achievement that resulted from plagiarism or cheating" (Divisional State Regulation A-306). "The DR shall be changed to a grade, or perhaps to an Incomplete only when the Registrar receives a written request from the instructor that indicates that the student has clarified the situation" (Divisional Senate Regulation A-315). The Dean may also impose additional sanctions such as a reprimand, loss of privileges, suspension, or dismissal.

The record of a cheating case remains only in the Dean of Students Office and cannot be released to per-

sons outside that office without the permission of the student. The period of time that the penalty stays on the student record varies with the seriousness of the offense. Disciplinary actions of suspension or dismissal are noted on student transcripts.

## CLASSROOM MANAGEMENT AND DISCIPLINE

It is likely that you will eventually face students who present various kinds of management problems. One of the best ways to maintain discipline in the classroom is to set your standards and expectations for student behavior from the beginning of the quarter and stick to them. Be clear and firm about the classroom climate you require. Although it may be difficult to remind students of rules, it is much easier to do so early on and consistently than to deal with a class that has gotten out of hand little by little.

Frequently it is useful to talk to the offending student outside of the class. This way you do not embarrass the student in front of others. Students usually respond to your request to cease certain behaviors, or for less or different participation on their part. However, sometimes an offending student will lapse back into old patterns that are natural for them. Remember that these students

are seldom deliberately destroying the class. They may think that they are adding to the class with enthusiastic participation, they may be showing off, or have other personal problems not directly related to your class. Don't hesitate to remind them politely if they forget your earlier discussion about disrupting activities.

A common example of a classroom management problem is the student who wants to talk too much, frequently on irrelevant material. Treat these students with respect, but make it known that they are overpowering the discussion. By systematically calling on other members of the class, you can often redress the balance in student participation. The students seldom want one person to dominate any more than you do.

One technique that is often effective with wisecracks and insults is to treat them as straightforward, non-evaluative statements. Treat sarcastic remarks as if they were not sarcastic. Some such remarks should, of course, just be ignored. Either treatment takes the sting out of the comment because you are not responding the way the person wants you to. Just refuse to play the game. You'll be doing the rest of the class, and yourself, a favor.

## TEACHING STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS

Students with disabilities have the legal right to access a college education with reasonable accommodations designed to facilitate successful completion of their academic program. Staff members from the Office for Students with Disabilities are always available to TAs to provide information and suggestions for teaching strategies to assist learning. If you have questions or concerns, please call 310-825-1501 or visit [www.saonet.ucla.edu/osd](http://www.saonet.ucla.edu/osd).

While academic adjustments are meant to make learning most successful, they do not give undue advantage to students with disabilities, nor are the academic standards of the program compromised. Students with disabilities are responsible for their own learning. They are very much like other students; they are here to learn. With the collaboration of all individuals involved – faculty member, student, and the Office for Students with Disabilities staff – the achievement of that goal can be realized.

The UCLA Office for Students with Disabilities (OSD) provides accommodations and support at no charge to undergraduate and graduate students with permanent and temporary disabilities in compliance with federal and state law and University guidelines. Accommodations are based on the specific needs of each student.

If you have a student with special needs in your class, get to know that student. Ask him or her what learning strategies have been helpful in the past and

### Graduate Student Experience

#### Classroom Management and Discipline

One of the most irritating problems I encountered my first quarter TAing was a small but powerful group of students who were convinced that they alone had interesting and relevant comments to make about the material. They came close to convincing the rest of the class that such was the case, too, before I realized that they were only loud, not necessarily right, and were often bluffing shamelessly. Several of my more introspective students thanked me later for calling the monopolizer's bluff, because the rest of the class was interested in the material, not in the classroom performances of the perpetual "talkers." When I finally figured out that simple courtesy and fairness to the rest of the class made it necessary to control these few, it became easy to express my conviction and the situation quickly righted itself.

Another problem with which many TAs are concerned is wisecracks. I learned how important it is to be prepared for them. Some students will deliberately challenge TAs in order to make them uncomfortable, regardless of the content of the question. They may do this if they think the TA is uncertain of the material. The better you know your material and the more sure you are of the reason for teaching it, the better equipped you will be to deal with wisecracks.

what you can do to facilitate their learning. Make sure that course objectives and grading standards are clearly articulated so that students understand course expectations. Be aware of the fact that there may be some support persons, such as note takers or sign language interpreters, who will be present in your class. The following recommendations from students and teachers facilitate learning and may be helpful in working with students with special needs.

### Test Accommodations

A student may approach you to request alternative testing conditions. These modified test-taking procedures allow each student with a disability to demonstrate his or her knowledge without reflecting the disability. Adaptations may include extended time for examinations; a distraction-free testing area; a scribe to record test answers; a reader for test items; alternative test formats, such as oral examinations, essay questions in lieu of multiple choice, or visa-versa; the use of a computer to write an exam; or the use of assistive aids, such as an electronic speller, dictionary, or calculator. The Office of Students with Disabilities staff will work with you to find ways to modify the testing situation for specific students. Studies have shown that test accommodations lessen the disparity between students with disabilities and other students but do not violate the academic standards of the class.

### Learning Disabilities

Students with learning disabilities generally have average to superior intelligence, but experience some learning difficulty in one or more academic areas. Students with learning disabilities have processing deficits which impact the way in which they take in information, organize it, retain it, and express the knowledge that they have.

TAs can facilitate the education of students with learning disabilities and others, as well, by providing a sequential, structured learning environment. To assist retention and organization of material, some teachers have made their lecture notes available either as handouts or on the web, or both. It is helpful to begin each class with a review of the previous lecture, an overview of the topics to be covered, and to end the class with a summary of your lecture. Emphasize important points, main ideas, and key concepts during the lecture. It is also helpful to provide a list of technical vocabulary and study questions. Monitor the students' understanding of new concepts by encouraging participation, questions, and discussion.

Another effective teaching strategy involves the presentation of content using more than one method. For example, a student who has difficulty processing information by audio means may understand and remember the material more thoroughly if it is written on the

blackboard, shown on a videotape or slide presentation, or practiced in a "hands-on" activity that supplements the lecture. Presenting material orally and in writing, as well as using graphics wherever possible, is a good idea not only from the point of view of students with learning disabilities but also from that of their classmates who will certainly possess different learning styles.

To compensate for visual-perceptual difficulties, make sure that handouts, printed material and board writing are visually clear and well sized. Some students learn best by listening; allow your lectures to be audio-taped. Make a syllabus available prior to the class so that students may begin the readings before the class begins and/or arrange for taped textbooks.

### Visual Impairments

Students who have visual impairments may range from those who have limited vision to those who are totally blind. Even those at the limited vision end of the spectrum are usually unable to read from a board or to read standard-sized print. Be sure to identify yourself when greeting a student with a visual impairment and to let the student know when you are leaving. Speak directly to the student, not through a third person.

Students with visual impairments often make an advance request for syllabi, textbooks, or class assignments so they can order tape-recorded textbooks from Recordings for the Blind and Dyslexic, or have a reader record the textbook. It is important to maintain the classroom layout in order to allow a student with a visual impairment to learn its physical arrangement. Convey in spoken words whatever you put on the chalkboard. In addition, the student may request preferential seating. More information and guidelines can be obtained from the Office for Students with Disabilities (OSD).

### Print Impairments

Students with print impairments, which includes blindness, low vision, learning disability, or mobility impairment, may have difficulty reading printed text and graphical material, or text and graphics on computer displays. The degree of accommodation necessary will vary with the individual. The Americans with Disabilities Act (ADA) mandates "Effective Communication" for individuals with disabilities. Recent legal findings have interpreted this to mean that students with print impairments need to get most course information, such as course syllabi and handouts, at the same time as their non-disabled peers, and in the format they prefer. The format might be large print, Braille, audiotape, or computer file.

If you have a student with a print impairment in your class, both the Office for Students with Disabilities (OSD) and the Disabilities and Computing Program (DCP) are available to work with you and the student to help with alternative format needs.

## Mobility Impairments

Students with mobility impairments may have muscle weakness, reduced stamina, lack of muscle control, or total paralysis. Be sure that your classroom is barrier-free and accessible. For wheelchair users, organize the room so that students may move about easily. For students who walk with difficulty, provide a seat that they can get in and out of as independently as possible. Also, keep the needs of the mobility impaired in mind when planning site visits and field trips. Students with mobility impairments may be accommodated by note-taking services, readers, or proctors for special test-taking conditions when it is indicated by their disability.

## Hearing Impairments

Hearing impairments vary from mildly hard of hearing to profoundly deaf. A hard-of-hearing student may use an assistive listening device, which is a microphone-transmitting unit that is worn by the teacher and transmits a loud, clear signal to the student so that he or she may hear the lecture without static or interference. Deaf students may have sign language interpreters who customarily sit at the side of the instructor. Note takers are provided because it is difficult for a deaf student to watch an interpreter and take notes simultaneously.

During class speak normally. Should the lecture or discussion rate become too fast, the student will advise you. For group discussions, ask that one person speak at a time and that the students raise their hands to request recognition.

Arrange with the interpreter and student for seating positions that are convenient for all concerned. Provide the interpreter with copies of any handouts to be distributed. Two interpreters will be provided for lectures that are longer than one hour so that they can alternate. It is a natural tendency, when using an interpreter for the first time, to speak to the interpreter instead of the deaf student. It is best to ignore the interpreter, look directly at the deaf student, and speak to the deaf student in the same way that you would speak to anyone else. Remember, the interpreter is signing exactly what you say. Let the interpreter know if you plan to use visual aids such as films in a darkened room. Special lighting may be needed to illuminate the interpreter's hands and face.

Hearing impaired students may use a real-time captionist, which is like a court stenographer who connects a steno-machine to a laptop computer. The words of the lecture come up instantaneously on the screen of the computer for the student to read. It is a word-for-word transcription of all lecture information, including student comments and questions. Typically, the real time captionist sits in front of the classroom off to one side or where there is a convenient electrical outlet.

For a hearing impaired student who can speech read, get the student's attention and face the student before

speaking. Avoid bright lights behind you that will cause glare, interfering with lip reading.

## EVALUATION OF TEACHING

It is essential for any good teacher to develop self-awareness in the classroom. There are several mechanisms available to TAs for this purpose. In terms of formal university-wide mechanisms, the OID Evaluation of Instruction Program is designed to help departments conduct instructor and course evaluations. You can contact or visit them at 310-825-6939, email [eip@oid.ucla.edu](mailto:eip@oid.ucla.edu), or [www.oid.ucla.edu/eip/index.html](http://www.oid.ucla.edu/eip/index.html). Standard forms are distributed to students at the end of each quarter and returned to a central processing office. A portion of the form allows for qualitative student comments. The statistical results are formally reported (in printout form) to the department and to the individual instructor about three to four weeks after the end of the quarter.

TAs should also take advantage of more informal techniques to monitor and evaluate their classroom teaching performance. One such method is for the TA to conduct informal midterm evaluations. A number of different evaluation form outlines are available from OID's TA Training Program, or TAs can distribute their own midterm feedback questionnaires to students or simply ask them to write down topics, strategies, etc., they are finding helpful and those they are finding less helpful. This should preferably be done in the fourth or fifth week of classes. If evaluations cannot be completed during class time, ask for completed forms to be placed in your mailbox or put in an envelope taped to your office door. Expect more useful and candid feedback if forms are anonymous, particularly if you explain to the class why you want an evaluation to be completed at mid-quarter. Going through this process demonstrates to the students your concern for better teaching, as well as their ability to influence the classroom situation. The lack of necessity for formal processing allows you to receive immediate feedback (rather than waiting until after the quarter is over) and to make immediate changes in your teaching behavior if necessary.

Read the returned evaluations, both formal and informal, carefully. There are always malcontents who will be critical, and their comments can safely be put aside. More important problems can be identified from consistent and carefully worded comments coming from several students. General trends in the responses can reveal specific teaching behaviors that need to be re-evaluated. If you conduct a mid-quarter evaluation, it may help to discuss such items with the class to indicate your awareness of the problem and to determine if a solution can be worked out.

It is also a good idea for TAs - or indeed any teachers - to keep a "Teaching Diary" in which reflections on

the successes or failures of a lesson are jotted down immediately, or very soon, after conducting the lesson. If lesson plans are kept in Word documents, this could be as simple as going back into the file and typing in comments or even changing the lesson plan in light of your recent experiences in the classroom.

Another method of developing self-awareness in the classroom is to invite another TA or a TA Consultant to observe your class. The observer's presence is usually unobtrusive and will not disrupt the class. Certain procedures, as outlined below, help a TA to get the most out of this process of peer observation:

#### **Prior to Observation**

(5-10 minutes before class)

Learn the TA's objectives for the class meeting. Establish the nature of the audience and other special factors and find out if there are specific behaviors that the observer should note.

#### **During Observation**

The observer should take written notes or, better still, use an evaluation form that distinguishes mutually agreed upon categories, such as clarity of voice, lesson goals, rapport, student participation, level of instruction, interaction patterns, clarity of explanations, and the type of questions proffered. The observer should announce to students that his or her purpose is to monitor the instructor and not the students.

Although initially a somewhat frightening prospect, the use of audio or videotape recording is encouraged as this provides a good anchoring point for feedback. Videotaping, in particular, can provide valuable information about verbal and nonverbal behaviors. If used, be sure to set up the equipment in advance. Contact OI's Audio Visual Services at 310-206-6597 either to arrange for one of their personnel to videotape the class or to arrange to borrow the equipment.

#### **Post Observation** (immediately after class)

The instructor and observer should talk briefly immediately after the class. This exchange of impressions serves to avoid anxious anticipation on the part of the instructor.

#### **Substantive Feedback** (no longer than a week after class)

If a tape recording has been made, it will be helpful for the instructor to review it before the feedback session. The instructor and observer should confer for about 30 minutes (or as long as necessary). Observers are encouraged to be specific; feedback that refers to specific behaviors is more useful than abstract evaluation. Give positive feedback first, focusing on specifics and using language in the first-person. Then give constructive feedback, focusing on the impact on student learning outcomes and offering alternative strategies.

#### **General and Ethical Considerations**

Observers should try to be unobtrusive when in class and should avoid interacting with students unless directly approached. Efforts should be made to minimize anxiety experienced by the TA being observed.

All information gained from classroom visits and conferences is confidential. Observers should refrain from commenting to others in any way about what they have seen. Sensitivity on the part of the observer and non-defensiveness on the part of the instructor are essential. Feedback provided in a caring, objective manner is easier to accept than forceful criticism. Conversely, the instructor should try to be open to hearing the feedback. Uncomfortable as it is to hear criticism of our teaching practices, this is the best way to improve those practices and become better teachers.

## **TIME MANAGEMENT**

Managing time is a critical skill for TAs, yet few appear to be successful at it. It is rare to encounter a TA who doesn't feel that something essential, such as sleeping, research, personal relationships, house cleaning, or recreation is being squeezed out of their life because of excessive demands on their time.

TAs need to consider carefully how best to manage their time within the constraints of their academic life. The first step in time management is to identify how your 24 hours are being spent each day. For some people, this is an easy task; but for others it is quite difficult. We tend to recall those things that we know we should be doing ("I spent four hours in the library"), and forget activities which we consider inappropriate ("Three of the four hours in the library were spent napping, day-dreaming, and walking around").

The best way to analyze how time is used is by keeping a "time log." Create a list of time categories that describe your activities. These include sleeping, traveling to school, relaxation, attending class, teaching, grading papers, socializing, meeting with professors, reading for pleasure, and routine tasks. For several days, try to keep track of how your time is split between these categories. As the day progresses, keep track of how time is spent; don't try to recall your activities only at the end of the day. In this way, major trends in how time is used will become apparent, and if there are discrepancies between your actual day and an idealized day, the points of discrepancy can be identified.

The next stage in managing time is planning, goal setting, and prioritizing. Make two lists that include long-term career goals and short-term work goals. For each list, evaluate the importance of the goal from 1) having high value and being of primary importance, 2) having less value and only of secondary concern, to 3) having low value and probably being something you

could do without. Consolidate your goals that are similar and reconcile goals that may be in conflict. Analyze each goal in terms of specific tasks or activities that must be undertaken in order to accomplish the goal. This analysis is basically the procedure to get “from here to there,” so place the tasks in the order in which they must be done. Remember to include goals and tasks that are externally imposed. You may not want to grade papers or take qualifying exams, but because they are required as part of your larger goal, you must plan for them. Be sure to consider what resources (money, people, time, and so forth) will be necessary to achieve the task, and then place it in a time context that should be accomplished by a specified date or stage of your life.

The revised list of goals, including specific activities, resources, and completion dates, constitutes a plan for action. Use it to help fill your daily, weekly and monthly calendar. Try to concentrate on your first and second goals. Make sure you have a daily “To Do” list. A common characteristic of high-achievement individuals is that they have a plan, complete with priorities, for each day. Less successful people tend to muddle along. It’s unlikely that you can successfully plan for more than 50% of your time each day without over-scheduling and frustrating yourself, so make certain that you efficiently use that portion of the day you can control.

Even the most well-prepared, goal-oriented action-plan falls apart from time to time. One of those times is usually around finals. If you feel like you’re losing control, try to make a “master list” of things that absolutely must be done. Use the master list to guide your daily schedule until some semblance of normality returns. Be careful that the whole system doesn’t fall apart from procrastination. Recurrent procrastination indicates underlying problems in your schedule. Maybe you don’t really want to accomplish some of the goals you’ve listed. Try to analyze why you procrastinate. If it’s a particular kind of task that you are avoiding, maybe you need practice or help in achieving a certain type of behavior. Sometimes counselors can be helpful here. Reward yourself whenever you accomplish a difficult task.

This procedure for managing time may seem more trouble than it’s worth, but there is no simple solution. It’s a serious problem for everyone and requires continual effort. Keep asking yourself, “What is the best use of my time right now?” Make a plan. Do it now!

## DOCUMENTING TEACHING USING A TEACHING PORTFOLIO

Why should you create a teaching portfolio? The most common use of a teaching portfolio is to demonstrate teaching skills beyond a simple numerical teaching score available through evaluation forms. This is obviously useful for graduate students who are on the

academic job market, but teaching portfolios can also be useful for those seeking other types of jobs because they demonstrate leadership, organization, and communication skills that are necessary in almost any profession. To obtain a workbook to help you create a teaching portfolio, visit or contact the TA Training Program in 190 Powell, 310-206-2622, [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu).

Preparing for your first day of class offers you the opportunity to begin the construction of your teaching portfolio. A teaching portfolio is a compilation of materials that shows your skills and accomplishments as a teacher, used either in a job application or as a tool for improving your teaching. You might wonder, “Why worry about creating a teaching portfolio that I won’t use for several quarters or even years?” The reason is that the process of compiling materials for your teaching portfolio takes time and relevant items are often lost or cannot be recalled later. The kinds of materials that TAs include in a teaching portfolio include syllabi, descriptions of course goals, samples of student work, comments from students, evaluation statistical reports, stories about how a certain topic was addressed, email conversations with students about the course material, and so forth. A teaching portfolio also includes information about the TA’s teaching philosophy and analysis of what the included evidence shows about teaching style, strengths, and weaknesses.

Since you must obtain a student’s permission to use his or her assignments, comments (unless anonymous), and emails, you must obtain permission to reproduce these documents before your students finish your course and disappear. For example, you may decide to distribute a release form at the beginning or end of the quarter which students can voluntarily sign and return to you, giving you permission to copy and use their work (by name or even anonymously) for your portfolio and as examples of assignments for future classes you teach.

A good teaching portfolio should be dynamic and reflective of how you have improved as a teacher. It should not simply exist as a static snapshot of a single point in your teaching career but, rather, should show what specifically you have learned and, as a result, how your teaching has improved. The earlier you start acquiring information for your portfolio, the better off you will be when it comes time to demonstrate your learning, development as an instructor, and improvement in teaching abilities.

## ADDITIONAL COMMENTS ABOUT TEACHING

If none of the techniques discussed previously suits your teaching situation, there are still other methods available to increase classroom success. In general, we suggest that you try to keep the students actively in-

volved in the class. Don't tell them something when you can ask them; but make sure questions are meaningful and not simply mechanical or rhetorical. When you ask questions, give the students time to think of the answer. This thinking process is an important part of their learning, even if it breaks up the smooth flow of your presentation. Don't let them sit passively scribbling notes.

Respect your students as learners. Expect them to do well and care that they do. Know what you want them to be able to do and what methods you plan to use to get them to this point. Have an image of what "success" means in your class as students have a tendency to live up to your expectations. When they are not learning as well as you hoped they would, take the responsibility upon yourself (but not the blame). Ask yourself what you can do differently. Do you see the situation in the proper perspective? Perhaps you need to change your goals. Were they realistic, given the abilities of the students? Were your methods appropriate? Accept the students as they are and realize that your goal is to help them learn, starting from where they are rather than from an ideal or imagined level.



# Teaching Resources at UCLA

As a TA at UCLA there are many resources on campus that exist to make your job as a teacher easier. Some of these resources are free of charge while others are available for a fee (due to equipment and production costs). Many departments will pick up the cost of these services if you are teaching courses that could benefit from them. Contact your department about your specific needs. Requests for media resources must come from the professor in charge of a course.

## OFFICE OF INSTRUCTIONAL DEVELOPMENT

### Teaching Assistant Training Program

Located in 190 Powell Library (310-206-2622, [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu), [www.oid.ucla.edu/tatp](http://www.oid.ucla.edu/tatp)), the TA Training Program offers several activities in which you can participate directly to improve your teaching skills. These activities include the following:

#### *Campuswide TA Conference*

Every fall quarter UCLA holds a one-day campuswide TA Conference traditionally held on the Monday of Week 0. The conference is designed to meet the needs of TAs in all academic disciplines and to provide useful materials and a variety of workshops for new and experienced TAs. The conference schedule includes general resource sessions in the morning and more specific, hands-on workshops in the afternoon, all taught by experienced TAs from across campus.

The campuswide TA Conference is the only event that brings teaching assistants from all over campus together for a day of pedagogical training and reflection as well as social interaction. Each spring the conference organizers select TAs from across campus to help develop and lead workshops; they are awarded stipends for their

participation. If you are interested in becoming a workshop leader, contact the TA Training Program.

#### *Departmental Programs and TA Consultants*

The Office of Instructional Development's TA Training Program (TATP) also works closely with departments that employ TAs. Departments that have an established TA training program compete annually to receive funds to hire a TA Consultant (TAC). TACs are advanced graduate students who have been effective teachers and are subsequently selected by their departments to help other TAs improve their teaching skills. As a TA you are encouraged to approach the TAC in your department if you have any questions or need assistance with your teaching. If your department does not have a TAC, contact the TA Training Program at 310-206-2622, or [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu) for information on how to reach a TAC in a related field.

The formats of departmental TA training programs vary widely. TACs work together with a faculty advisor in developing and organizing training activities. In some cases the TAC's activities constitute the bulk of the department's program, while other departments have extensive additional programs of their own. All TACs attend the Central Seminar in the fall quarter conducted by the campuswide TA Training Program Coordinators. This seminar is designed to assist the TACs in developing content for their TA training courses and skills in peer evaluation and consulting. Effective use of videotaping in order to improve teaching in the classroom, and providing feedback of pedagogical points based on the videotapes, is also discussed. Additionally, the seminar provides an opportunity for interaction between TACs from all departments across campus. The TA Training Program syllabus also includes some basic technology and resources such as MyUCLA Gradebook and teach2write.

If you are interested in becoming a TAC, contact the graduate advisor in your department. Departments that wish to implement new programs aimed at improving the skills of their TAs can obtain assistance from the Office of Instructional Development. Applications for Teaching Assistant training programs for the following year are submitted to the TA Training Program in April. The Committee on Instructional Improvement Programs reviews the proposals and makes recommendations for funding and improving the programs.

All departments are encouraged to provide some orientation for their TAs to supplement the campuswide TA Conference held in the fall. Assistance in organizing the department's orientation and coordinating it with the campuswide TA Conference is available by contacting OID's TA Training Program at 310-206-2622 or [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu).

### Technology TA Consultants

Several departments participate in the Technology TA Consultant program. The goal of this program is to offer and evaluate solutions to teaching problems through the use of advanced, discipline-specific technology. Specifically, the program trains selected graduate students, called Technology Teaching Assistant Consultants (TTACs) and their faculty advisors to develop and conduct a course within their departments that focuses on identifying and employing technological solutions to teaching problems. This training is delivered in large part to the TTACs through a seminar offered in fall quarter by the TA Training Program that guides them in developing department-specific seminars. These seminars are then offered in winter or spring quarter and are led by the TTACs in their respective departments. Any graduate student or faculty member who is interested in teaching with technology may attend these seminars. For more information, contact the campuswide TA Training Program Coordinators at [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu) or 310-206-2622.

### TA Videotaping Services

Audio/Visual Services (AVS) provides videotaping services to TAs who would like to observe themselves teaching in order to improve their teaching skills. TAs need to ask their departments to contact AVS (see page 71 for details) and schedule a time for an AVS representative to come to their class to videotape. If you videotape your class yourself, you can borrow the equipment from AVS at no charge (see "Media Equipment and Consultation" on page 71 for details), or you can always use their own equipment. TAs that are enrolled in a 495 seminar may find that being videotaped is part of the requirements for this class. In this case, the TAC leading the seminar will not only arrange the videotaping but also provide feedback on the TAs teaching skills. If you are not enrolled in a 495 seminar, you can arrange to have yourself videotaped independently and, if your depart-

ment has a TAC, arrange for the TAC to view all or part of your tape and provide evaluation/feedback. If your department does not have a TAC, you can contact the TA Training Program Coordinators at [tatp@oid.ucla.edu](mailto:tatp@oid.ucla.edu) or 310-206-2622 and they can view your tape with you and provide feedback on your teaching strengths and weaknesses.

TAs who have themselves videotaped generally agree that it is difficult at first to overcome the anxiety of being videotaped but that the opportunity to observe themselves within the dynamics of the classroom is one of the most helpful experiences they have had. TAs are encouraged to use videotapes for the improvement of their teaching skills.

TAs can review their tapes either privately or at one of several locations on campus that provide video playback facilities:

- *Instructional Media Laboratory, 270 Powell Library*
- *Instructional Media Collections and Services (IMCS), 46 Powell Library*
- *Biomedical Library, 12-077 CHS, 2nd Stack level*

### Test of Oral Proficiency (TOP)

The UCLA graduate council policy states that foreign graduate students, including permanent residents, whose first language is not English, must demonstrate oral proficiency in English before assuming their TA duties. This is accomplished by passing the Test of Oral Proficiency (TOP), administered at UCLA. U.S. Citizens are exempted from this examination requirement.

The TOP is an oral test, approximately 20 minutes in length, that replicates typical tasks of a UCLA TA, to the extent that this is possible. Examinees will explain syllabus-related materials and teach a short lesson in their field of study. TOP is scored on a scale of 0 to 10. A passing score of 7.1 is needed in order to be eligible for a TAship at UCLA. If you receive a score between 6.4 and 7.0, you have provisionally passed the examination and will be allowed to be a teaching assistant at UCLA if you enroll concurrently in one of the following ESL courses that focus on oral communication: ESL 38a, 38b, 39a, 39b, 39c. If you score 6.3 or below, you will not be eligible for a teaching assistant position until you achieve a passing score. The TOP is offered in September and January. You may take the exam once per testing session. After two attempts, test takers will be responsible for paying a \$50 fee per exam. Test takers who are late or don't come to their appointment will have to pay a \$50 "no show" fee before taking the test again.

For TOP available dates and times, and to register online, please consult the TOP website at [www.oid.ucla.edu/top](http://www.oid.ucla.edu/top). Information about the exam, including streaming video of a sample exam, is available

there as well. There is no alternative to the TOP at this time, for instance TSE or TOEFL-ibt.

If you have any questions about the rating or administration of the TOP, please contact the TOP coordinator office at 310-825-3106, [www.oid.ucla.edu/top](http://www.oid.ucla.edu/top), [top@oid.ucla.edu](mailto:top@oid.ucla.edu).

### TA Mini-Grants for Instructional Improvement

Mini-grants provide a great opportunity to improve your course by funding extras such as guest speakers, special materials for classroom demonstrations, or even appropriate field trips for your students. Mini-grant funds for instructional improvement of existing undergraduate courses are available to teaching assistants through the Office of Instructional Development and the TA Training Program. They provide funds for those items or activities that are not the normal responsibility of departmental budgets and that are over and above the normal duties of teaching assistants. Any small-scale project offering instructional enrichment will be considered. Visit [www.oid.ucla.edu/Grants/minig.html](http://www.oid.ucla.edu/Grants/minig.html) for details concerning the appropriate use of mini-grants.

Generally mini-grant funds will not be granted to both faculty members and teaching assistants for the same course; therefore, it is essential for the teaching assistant to coordinate requests with the faculty member in charge of the course. A brief consultation appointment with the TA Training Program Coordinators is suggested before submission of a mini-grant proposal. For further information about the mini-grant program, contact or visit the Office of Instructional Development at 310-825-2790, [www.oid.ucla.edu/Grants/minig.html](http://www.oid.ucla.edu/Grants/minig.html), or [mini-grnt@ucla.edu](mailto:mini-grnt@ucla.edu). An application for a TA mini-grant is included on page 87.

### Evaluation of Instruction Program (EIP)

Located at 55 Dodd Hall, the Evaluation of Instruction Program (EIP) is designed to help departments conduct evaluations of instructors, courses and curricula, and assist instructors in evaluating and improving their own teaching. EIP provides forms, analyses, and reports for end-of-quarter evaluations of instructors and teaching assistants. Three types of standard evaluation forms are available: Instructor, Teaching Assistant, and Open Question. The Evaluation of Instruction Program distributes more than 300,000 forms annually to over 100 academic departments and programs across campus. EIP also houses the Test Scoring Service that provides scoring and analysis of multiple-choice tests and is available for limited use.

For more information regarding campus evaluations, please see [www.oid.ucla.edu/units/eip](http://www.oid.ucla.edu/units/eip) or call 310-825-6939. Please note that consultation with departments and individual faculty regarding evaluation related issues is available upon request. For more information

about the Test Scoring Service, please see [www.oid.ucla.edu/units/eip/testscoring](http://www.oid.ucla.edu/units/eip/testscoring) or call 310-825-6939. Please send email correspondence for either service to [eip@oid.ucla.edu](mailto:eip@oid.ucla.edu).

### Instructional Media Production (IMP)

Located at 62-073 CHS (310-825-7771, [www.oid.ucla.edu/imp](http://www.oid.ucla.edu/imp), [impoid@ucla.edu](mailto:impoid@ucla.edu)), the Instructional Media Production unit provides professional production services for video production and editing; video duplication and conversion to digital formats; video and audio streaming and podcasts; and DVD transfers, authoring and duplication. The services are available on a recharge basis, but many services in support of undergraduate education may be covered by OID minigrants and IIP grants.

### Teaching Enhancement Center (TEC)

The Teaching Enhancement Center, located in 160 Powell Library (310-206-4599), offers group and individual consultation to faculty and TAs on using multimedia hardware and software in the classroom. In conjunction with Audio Visual Services, it provides a continuum of service, from initial concept, through execution, to final delivery to students in the classroom. For more information visit [www.oid.ucla.edu/tec](http://www.oid.ucla.edu/tec) or write to [tec@oid.ucla.edu](mailto:tec@oid.ucla.edu).

### Audio/Visual Services (AVS)

Located at B-125 Campbell Hall (310-206-6597, [avs@ucla.edu](mailto:avs@ucla.edu), [www.oid.ucla.edu/avs](http://www.oid.ucla.edu/avs)). Office hours are Monday to Friday 8 a.m. - 4:30 p.m. Hours of operation are Monday to Thursday 7 a.m. - 6:30 p.m., and Friday 7 a.m. - 6 p.m. during the academic year. Summer hours may vary.

### Media Equipment & Consultation

AVS provides media equipment and trained technicians, consultation, and delivery services for:

*Audio Recording and Playback*

*Public Address Systems*

*35mm Slide and Overhead Transparency projection*

*Video Recording and Playback*

*Computer Data Projection (310-206-6597)*

*Classroom Network (310-206-6597)*

*Ordering Equipment*

Orders may be placed by phone (310-206-6591), in person, or by fax (310-825-3996). Fax forms are available on the AVS website at [www.oid.ucla.edu/avs](http://www.oid.ucla.edu/avs). Written confirmation of an order will be provided via fax or email. Orders may be changed or cancelled by phone or in person.

AVS provides most equipment and operators without charge to departments during fall, winter, and spring quarters if the services are:

- *Ordered by noon of the day prior to your lecture.*
- *For regularly scheduled UCLA undergraduate classes.*
- *Used only to complement or enhance a lecture.*

All other requests are filled on a recharge or fee basis and require a Financial Services Department Code and Charge Account ID. While it's true that equipment is provided free of charge to all undergraduate classes, with the exception of in-room demonstrations and trouble calls, AVS charges \$30/hour for any order that requires a delivery, setup, or operation by AVS staff. For any event or class that requires a delivery, setup, or operation, AVS needs to have the request submitted to them by Wednesday of the week before it is scheduled. However, will-call equipment can be requested the day prior and is subject to availability.

Equipment delivery may be obtained in several ways:

*Will Call* - Picked up by the TA from AVS and operated by the TA or a designee.

*Set/Strike* - Delivered and set-up and retrieved by AVS personnel, prior to a class or event.

*Show* - Delivered, set-up and operated by AVS personnel prior to a class or event (Labor charge may be required).

*Quarter Loan* - Certain equipment may be "installed" in a classroom or loaned for an entire quarter (if available) including:

*Audio Cassette Recorders*  
*Lavalier Microphones*  
*35mm Slide Projectors*  
*Overhead Projectors*  
*Laptop Computers*  
*Screens*  
*Laser pointers*  
*Monitor/VHS*  
*Audio Tape Players*

A TA or faculty signature is required upon delivery or receipt of equipment.

#### *Media Equipped Classrooms*

AVS provides access to Media Equipped Classrooms where equipment is located. Some of this equipment is accessible to anyone utilizing the room. To inquire about accessing equipment in Media Equipped Classrooms, please contact or visit AVS at 310-206-6591 or [www.oid.ucla.edu/avs](http://www.oid.ucla.edu/avs).

#### *Equipment Operation*

If you would like a demonstration of audio visual equipment, or equipment located in a media equipped classroom, you may arrange for operating instruction by calling AVS, which will provide equipment, complete with all necessary accessories for a presentation. Demos at AVS offices are provided at no charge. On-site demos may require a charge for labor and/or equipment. Call 310-206-6591 to arrange a demonstration.

#### *Ordering Media*

AVS will pick up and deliver media ordered through the Instructional Media Collections and Services (IMCS). Because of UC's Copyright policy, AVS cannot playback any media that has not been authorized by the Instructional Media Collections and Services. To order media, or for authorization, please call IMCS at 310-825-0755. The following disclaimer will appear on equipment that is delivered:

*"I agree to use this University of California, Los Angeles owned equipment in compliance with the Federal copyright Law 17 USC and with the University of California policy governing the use of copyrighted media."*

For a copy of this policy, contact the OID/Instructional Media Collections and Services at 310-825-0755.

#### **Instructional Media Collections and Services (IMCS)**

Located at 46 Powell Library (310-825-0755, [www.oid.ucla.edu/imlib](http://www.oid.ucla.edu/imlib), [imlib@ucla.edu](mailto:imlib@ucla.edu)), the Instructional Media Collections & Services (IMCS) is UCLA's central resource for the collection and maintenance of education and instructional media. The IMCS provides free loans of its materials to scheduled UCLA classes and offers rentals to campus organizations and the community. The library's collection of over 10,000 titles may be searched on the UCLA Library Catalog from any library on campus. Reference books and catalogs from educational and feature film distributors are available. The IMCS staff will assist you in researching films and videos on any subject and can arrange rentals from outside sources. The IMCS is authorized to monitor compliance with Federal law and University guidelines regarding the use of copyrighted video programs. To order materials, or to reserve preview facilities, call 310-825-0755.

#### **Instructional Media Lab (Media Lab)**

The Media Lab located at 270 Powell Library (310-206-1211, [www.oid.ucla.edu/imlab](http://www.oid.ucla.edu/imlab), [medialab@ucla.edu](mailto:medialab@ucla.edu)) provides access to course-related materials or self-study, group instruction or research. The Media Lab enables faculty and TAs to incorporate media into the curriculum beyond using limited classroom hours, and offers students an opportunity to learn at their own pace,

with the flexibility of studying at times convenient to their individual schedules.

### **Media Lab Facilities**

These facilities include 50 dedicated video carrels, 10 dedicated audio carrels, 3 dedicated computer carrels, and 10 rooms that can accommodate groups of 2 to 34 people.

### **Media Lab Equipment**

The IML provides video playback machines (VHS, NTSC 3/4" U-matic, and laser disc); an audio language lab for teaching or oral testing, individual audiocassette units for recording, playback, or transcription; and Macintosh and PC interactive video setups.

### **Media Lab Resources**

Video materials, which can be identified through the UCLA Library Catalog, must be reserved in advance through the IMCS located at 46 Powell Library (310-825-0755) or the Department of Film and Television's Archive Research and Study Center also at 46 Powell Library (310-206-5388). Video materials may be placed on reserve for viewing in the Media Lab for periods from one week to one quarter. Faculty and TAs may also arrange with Media Lab to make available their own instructional videos, such as lectures or demonstrations. Compact discs and audio materials, including tape series for English as a Second Language and more than 75 foreign languages, are available year-round. Faculty and TAs may add to the audio collection by consulting with the IMLmanager.

### **Media Lab Services**

The Media Lab provides consultation with the Faculty or TAs to integrate technology, instruction, and content areas; design and production of media-based projects; copyright clearance for audio materials; and referral to the appropriate facilities within the Powell building where faculty or TAs may arrange for satellite downlinks and, if allowed by license or copyright, audio and video duplication. These services may be obtained through subsidy, mini-grants, recharge, or purchase.

### **Video Furnace**

Instructors may now request to have videos encoded and linked to their course web page via Video Furnace for their class to view. While the Media Lab does its best to make these materials available as quickly as possible, it is important to understand that it takes as long to encode a program as it does to watch it, e.g. an hour-long program will take an hour to encode. Video links are typically completed within a few days of the request. In order to provide equal access, the physical media will and must also be available for reserve viewing in the IML. To request Video Furnace services please call the

Instructional Media Collections & Services office at 310-825-0755 or visit <http://www.oid.ucla.edu/units/imlab/faq/vf/index.html>.

## **UCLA LIBRARIES**

The UCLA Library system is ranked among the country's top ten academic libraries. It consists of the Charles E. Young Research Library, the College Library, and eight subject libraries. Collectively, they contain more than eight million volumes and more than 30,000 serial titles as well as archives, government publications, manuscripts, maps, microforms, music scores and recordings, oral histories, personal papers of noteworthy individuals, and photographs. The Library also licenses access to an ever-expanding collection of digital resources including reference works, electronic journals, other full-text titles, and images. For more information consult the Library website at [www2.library.ucla.edu](http://www2.library.ucla.edu).

### **Students and the Library**

It is important to remember that before coming to this campus most UCLA students have never used a large, decentralized academic library. Because the UCLA Library system may appear to be large and complicated, students may feel overwhelmed and anxious when given an assignment that requires them to use the libraries. Even advanced students may not know how to identify, locate, and use the full range of materials they need. It is always worthwhile to check the level of your students' knowledge of library sources and services when planning an assignment that includes library research.

College Library, the main undergraduate library, has a collection of approximately 220,000 volumes and 400 serials and newspapers specifically selected to meet the needs of undergraduates and of instructors. The facility also features an instructional computing commons (CLICC), electronic classrooms, group study rooms, wired tables and carrels with plug-in connections to the campus network, wireless access to the network throughout the building, and an extended-hours reading room.

The Research Library contains education, government information, humanities, public policy, social sciences, and urban planning research-level collections as well as a department of special collections with unique and rare materials in the humanities, social sciences, and visual arts. Wireless access to the campus network is available throughout the building. The building also has electronic classrooms and a conference center.

If you're planning for your class to use a specialized library or if your class is large, it is a good idea to consult with library staff beforehand. Names, telephone numbers, and email links of contacts in each library or department are listed on the web page at [www2.library.ucla.edu/service/6358.cfm](http://www2.library.ucla.edu/service/6358.cfm).

### Specialized Services

Listed below are a variety of customized consultative and instructional services and resources that the UCLA Library offers to support instruction, classroom learning, and the successful completion of assignments and research.

#### Orientation Tours

Many libraries schedule orientation tours for undergraduate students as a practical introduction to collections, services, and buildings. Some libraries also offer drop-in workshops for students that focus on special subject areas or feature the use of online databases. Schedules are posted in the libraries and on the web at <http://www2.library.ucla.edu/service/6362.cfm>.

You are encouraged to arrange tours for classes when appropriate; you can find the names, phone numbers, and email links of contacts in each library or department at [www2.library.ucla.edu/service/6358.cfm](http://www2.library.ucla.edu/service/6358.cfm).

#### Assignments/Research Projects

Librarians are available to work with you to enhance syllabi by creating or adapting assignments and exercises to build students' research and information skills and support course goals and curricula. This ensures that the relevant library has sufficient resources to meet the goals of the assignment; advance consultation is particularly important for large classes. Librarians can also create course- or assignment-specific information resources such as web pages and schedule research appointments with students outside of class tailored to the subject focus of the assignment.

To find the appropriate contact, visit [www2.library.ucla.edu/libraries/librarians.cfm](http://www2.library.ucla.edu/libraries/librarians.cfm) and look for the relevant subject.

#### Library Instruction

Librarians can conduct in-class library research sessions as well as hands-on sessions in the libraries on how to define a research question, locate and evaluate information sources in all formats, and cite and document sources appropriately. They also offer individual and small-group consultations with students and can review students' research proposals and suggest research strategies and resources.

#### Reserves/Electronic Reserves

The Course Reserves tab in the UCLA Library Catalog at [catalog.library.ucla.edu](http://catalog.library.ucla.edu) provides access to the Web-based reserves system for campus libraries (with the exception of the Law Library which has its own reserves system). Required class readings can be placed on reserve to maximize access for students; reserve items can include library-owned materials (books, compact disks, video, etc.), instructors' personal copies of materials; and electronic documents (articles from online journals,

scanned versions of print documents, sound recordings, images, and Web pages). Course lists show the circulation status of library-owned materials and instructors' personal copies and provide links to electronic items. To optimize student access, electronic access is provided whenever possible.

Reserves lists should be submitted as far in advance as possible and are processed on a first-come, first-served basis. TAs are encouraged to contact circulation/reserve staff to find out how to take full advantage of reserve services. For more details, visit [www2.library.ucla.edu/service/reserves.cfm](http://www2.library.ucla.edu/service/reserves.cfm).

#### UCLA Library Catalog

The UCLA Library Catalog, accessible at [catalog.library.ucla.edu](http://catalog.library.ucla.edu), has up-to-date information about print and electronic materials in the UCLA Library and other campus collections. Also accessible through the catalog are the holdings of the Film and Television Archive and the Ethnomusicology Archive. Online self-service options allow library users to view their own borrowing records; renew items; recall items in circulation; place orders through the Library's cost-recovery document and book delivery service; and page items from the Southern Regional Library Facility, which houses lower-use materials. Further information and instructions on how to use these self-services is available on the web page at [www2.library.ucla.edu/service/index.cfm](http://www2.library.ucla.edu/service/index.cfm).

#### Melvyl Online Catalog

The Melvyl Catalog, accessible at [melvyl.cdlib.org](http://melvyl.cdlib.org), lists print and electronic items in the libraries of the ten UC campuses, the California State Library, UC Hastings College of the Law, the California Academy of Sciences, the California Historical Society, the Center for Research Libraries, the Graduate Theological Union, and the Lawrence Berkeley National Laboratory. Interlibrary loan requests for items held by the other UC campuses can be placed by UCLA students, faculty, and staff through the Melvyl Request service.

#### College Library Instructional Computing Commons

The College Library Instructional Computing Commons (CLICC) offers a drop-in computer lab, three electronic classrooms, and four mobile "classrooms on wheels" and lends laptops in seven campus libraries. CLICC has about 200 desktop computers and 200 laptops (both PC and Mac) available and offers a variety of instructional software.

UCLA students, faculty, and staff with a Bruin Online ID can use these resources, and student consultants are available to assist with questions. For information about software, equipment, and services, visit the website at [www.clicc.ucla.edu](http://www.clicc.ucla.edu).

## CAMPUS PUBLICATIONS

The following is a list of publications that may be of use to TAs. This includes all of the publications listed in this handbook. You can obtain copies at the web sites identified.

### *Academic Personnel Manual*

[www.ucop.edu/acadadv/acadpers/apm](http://www.ucop.edu/acadadv/acadpers/apm)

### *Administrative Policies and Procedures Manual*

Office of the Administrative Vice Chancellor, 2211 Murphy Hall, [www.adminvc.ucla.edu/appm](http://www.adminvc.ucla.edu/appm)

### *Contract with SAGE*

[http://atyourservice.ucop.edu/employees/policies\\_employee\\_labor\\_relations/collective\\_bargaining\\_units/academicstudentemployees\\_bx/agreement.html](http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/academicstudentemployees_bx/agreement.html)

### *Graduate Advisor's Manual*

Your department

### *Graduate Student Support Resources*

Fellowship and Assistantship Section of the Graduate Division, 1228 Murphy Hall  
[www.gdnet.ucla.edu](http://www.gdnet.ucla.edu)

### *Handbook for Faculty Members of the University of California*

Your department

[www.apo.ucla.edu/facultyhandbook](http://www.apo.ucla.edu/facultyhandbook)

### *Manual of the Los Angeles Division of the Academic Senate*

Academic Senate Executive Office, 3125 Murphy Hall  
[www.senate.ucla.edu](http://www.senate.ucla.edu)

### *Manual of the Los Angeles Division of the Academic Senate*

Academic Senate Executive Office, 3125 Murphy Hall  
[www.senate.ucla.edu](http://www.senate.ucla.edu)

### *UCLA Community Directory*

[www.directory.ucla.edu](http://www.directory.ucla.edu)

### *UCLA General Catalog*

Students' Store, Ackerman Union  
[www.registrar.ucla.edu/catalog](http://www.registrar.ucla.edu/catalog)

### *UCLA Library Guide*

Research Library (Charles E. Young) and others  
[www.library.ucla.edu/libraries](http://www.library.ucla.edu/libraries)

## BOOKS

A small but varied bibliography is provided here. If you would like ideas for further reading, the TA Training Program or your faculty advisor can provide other sources.

### **Advice for New Faculty Members: Nihil Nimus**

By Robert Boice

Needham Heights: Allyn & Bacon, 2000

This book is a unique and essential guide to the start of a successful academic career. It advocates moderation in ways of working, based on the most reliable research that focuses on new faculty who thrive and those who struggle. (Adapted from the back cover.)

### **The Art and Craft of Teaching**

By Margaret Morganroth Gullette

Cambridge: Harvard-Danforth Center for Teaching and Learning, 1982

An excellent collection of articles and essays focused on the first day of class, the theory and practice of lectures, questioning, being a section leader, teaching essay-writing, grading, and evaluation.

### **Changing College Classrooms**

By Diana F. Halpern and Associates

San Francisco: Jossey-Bass, 1994

This book combines a range of promising instructional strategies with helpful guidelines for assessing the effectiveness of instruction. It will help faculty and administrators equip students with the creative, critical, technological, and problem solving skills—as well as a coherent sense of multicultural awareness—necessary to thrive in a rapidly changing society.

### **Communicate: Strategies for International Teaching Assistants**

By Jan Smith, Colleen M. Meyers, and Amy J. Burkhalter  
Waveland Press Inc., 2007

International Teaching Assistants (ITAs) need to develop more than just their English proficiency in order to become effective TAs. They also need to develop teaching skills and a sensitivity to cultural differences. The authors have created this text to help teaching assistants, regardless of their specific teaching field, to be successful in the classroom. Included in this text is discipline-specific terminology for communicating with the students. (Adapted from the back cover.)

### **Community Spirit: A Practical Guide to Collaborative Language Learning**

By Sharron Bassano and Mary Ann Christison  
Alta Book Center Publishers, 1995

This book is a complete and practical guide for building student motivation and participation in the classroom,

for developing students' group skills and ability to collaborate, and for centering the instructional content on the students themselves. (Taken from the back cover.)

**The Craft of Teaching: A Guide to Mastering the Professor's Art, Second Edition**

By Kenneth Eble

San Francisco: Jossey-Bass, 1988

A useful discussion of both the philosophy of the teaching and the specific skills required for effective instruction. The book includes sections on making classes work, dealing with discussions, and conducting tutorials with students.

**Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice, and Assessment**

By Tisha Bender

Sterling: Stylus Publishing, 2003.

The author shows how she applies learning theories to online discussion-based courses. She presents a wealth of suggestions, techniques, and real examples for stimulating and managing online discussions effectively. (Adapted from the back cover.)

**First Day to Final Grade: A Graduate Student's Guide to Teaching**

By Anne Curzan and Lisa Damour

Ann Arbor: University of Michigan Press, 2000

This book is designed to help the new graduate student teaching assistant negotiate the challenges of teaching undergraduates. The text can be used either as a quick reference tool or can be read from cover to cover. (Adapted from the back cover.)

**Making Time, Making Change: Avoiding Overload in College Teaching**

By Douglas Reimondo Robertson

Stillwater: New Forums Press, 2003

This book leads you on the road to a more rewarding, and less harried, teaching life! (From the back cover.)

**Multicultural Teaching in the University**

Edited by David Schoem, Linda Frankel, Ximena Zuniga, and Edith A. Lewis

Westport: Praeger, 1993

This book contains chapters on intergroup relations, racism, sexism, diversity, teacher training, informal education, and classroom and workshop exercises. It also includes a round-table discussion regarding the Insiders' critique of multicultural teaching as well as questions and responses on multicultural teaching and conflict in the classroom.

**Principles of Language Learning and Teaching, Fourth Edition**

By H. Douglas Brown

White Plains: Addison Wesley Longman, 2000

This book is the classic second language acquisition text used by teacher education programs worldwide. The text introduces key concepts and simplifies them for student through definitions of terms, thought-provoking questions, charts, spiraling, and a classroom-friendly approach. (Adapted from the back cover.)

**Professors as Writers: A Self-Help Guide to Productive Writing**

By Robert Boice

Stillwater: New Forums Press, 1990

This book is a self-help manual for professors who want to write more productively, painlessly, and successfully. (Taken from the back cover.)

**The Professor's Guide to Teaching: Psychological Principles and Practices**

By Donelson R. Forsyth

Washington: American Psychological Association, 2003

This book explores what research has revealed about effective teaching and mines this resource to offer useful suggestions and practical recommendations for new and seasoned instructors. The book unfolds in a logical fashion, beginning with prepping and lecturing and ending with evaluating and documenting. (Taken from the inside cover.)

**Strengthening the Teaching Assistant Faculty**

Edited by John Andrews

San Francisco: Jossey-Bass, 1985

The articles and essays in this edited book address ways by which TAs may be trained, evaluated, and encouraged to upgrade the quality of undergraduate instruction.

**Teaching American Students: A Guide for International Faculty and Teaching Assistants in Colleges and Universities, Third Edition**

By Ellen Sarkisian

Cambridge: Harvard University Press, 2006

The third edition of Teaching American Students explains the expectations of undergraduates at American colleges and universities and offers practical strategies for teaching, including how to give clear presentations, how to teach interactively, and how to communicate effectively. Also included are illustrative examples as well as advice from international faculty and teaching assistants.

**The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions, Second Edition**

By Peter Seldin

Bolton: Anker Publishing Company, 1997

This text offers college and university faculty and administrators the kind of practical, research-based information necessary to foster the most effective use of

portfolios. It is written for presidents, provosts, academic vice presidents, deans, department chairs, instructional development specialists, and faculty -- the essential partners in evaluating and improving teaching. (Taken from the back cover.)

### **Teaching Tips, Eleventh Edition**

By Wilbert J. McKeachie

College Teaching Series, 2001

A "classic" guide book for the beginning college teacher. Sound advice is offered and supported with solid research evidence.

### **This Book is Not Required, Revised Edition**

By Inge Bell and Bernard McGrane

Thousand Oaks: Pine Forge Press, 1999

This book was worked on and composed by college students (who call themselves "Team Bell") under the leadership of Dr. Bernard McGrane, a sociology professor at Chapman University and the University of California at Irvine, a colleague of the late Inge Bell and an heir to her vision of "Buddhist sociology." (Adapted from the back cover.)

### **Tools for Teaching, First Edition**

By Barbara Gross Davis

San Francisco: Jossey-Bass, 1993

A rich compendium of classroom-tested strategies and suggestions designed to improve the teaching practice of beginning, mid-career, and senior faculty members. Forty-nine teaching tools organized into twelve sections, cover both traditional tasks-writing a course syllabus, delivering an effective lecture-and newer, broader concerns, such as responding to diversity and using technology. (Taken from the back cover.)

### **University Teaching: A Reference Guide for Graduate Students and Faculty**

Edited by Stacey Lane Tice, Nicholas Jackson, Leo M. Lambert, and Peter Englot

Syracuse: Syracuse University Press, 2005

The twenty five chapters in this book cover everything from traditional topics, e.g. lecturing and leading discussions, to current challenges, e.g. teaching for diversity and using technology. (Taken from the back cover.)

### **What the Best College Teachers Do**

By Ken Bain

Cambridge: Harvard University Press, 2004

Winner of the Virginia and Warren Stone Prize awarded annually by Harvard University Press.

An inquiry into what makes a great teacher great, this book is based on close observation of almost one hundred college teachers and reveals the findings in an inspiring and readable manner.

### **William Fawcett Hill's Learning Through Discussion**

By William Fawcett Hill

Beverly Hills: Sage Publications, 1994

The model proposed by Hill can be a valuable tool for those who conduct discussions as a regular part of teaching. According to the author, group discussion often fails to enhance learning because it is characterized by lack of direction. This book describes an orderly sequence of steps which a group can follow in order to learn from discussion.

## **INSTRUCTIONAL MEDIA**

Videotapes, DVDs, CDs, and other media to help enhance your teaching are available through the Instructional Media Library, 46 Powell Library, 310-825-0755. These materials are designed to help TAs improve their teaching skills and cover a range of pedagogical issues and discipline areas. Included in these titles is the Derek Bok Center for Teaching and Learning Series which consists of five tapes produced at Harvard. The most complete and up-to-date listing of the Instructional Media Library collection can be searched at [media2.oid.ucla.edu](http://media2.oid.ucla.edu).

Descriptions of some of the available titles are below. If you need further information, contact the TA Training Program at 310-206-2622.

### **Body Language in the Classroom**

16-minute film

This film provides a brief introduction to the impact of body language, or non-verbal communication, in the classroom. It best illustrates how certain forms of physical behavior may provide a dynamic teaching presence.

### **The Constitution: That Delicate Balance**

75-minute video

This is an excellent example of how to moderate an open-ended discussion. Benno Schmidt, a law professor at Columbia University, moderates a debate between high-level government officials, leading journalists, and editors of news media. Schmidt's techniques for directing the course of discussion allow him to demonstrate issues and concepts. Furthermore, his gestures and voice modulation are excellent models for extemporaneous speakers. The debate, which is about national security and the 1st Amendment of the U.S. Constitution, is a painless way for TAs to pick up pointers for leading their own discussion sections.

### **Critical Incidents**

Tape I, 35-minute video

Tape II, 35-minute video

These tapes contain episodes (3-4 minutes each) of provocative situations in a university setting. While no solution is offered, the intention is to generate discussion of ways of dealing with such situations. Episodes include: a student insisting that a paper had been turned in but there is no record of it, a teacher whose discussion degenerates into a "free for all", and a TA who is having difficulty getting students to come to the laboratory class prepared.

### **The Derek Bok Center for Teaching and Learning Series**

Length of videotapes vary

The Derek Bok Center for Teaching and Learning from Harvard University has put together a series of five short videotapes in an attempt to enrich the learning experiences of college students by presenting model lectures and various aspects of teaching skills on videos. Each tape deals with a certain subject in the art of teaching as shown through unrehearsed interviews and tapings of Harvard faculty and students.

#### **Tape A: The Art of the Lecture: Justice-A Harvard University Course in Moral Reasoning**

28-minute video

This videotape follows Michael Sandel, professor of Government at Harvard as he helps one class to reflect on the strengths and limits of utilitarianism, then as he leads another class in a debate on whether to teach creationism or evolution in the public schools, and a third on the practice of affirmative action. In each lecture he helps his students to discover the philosophical foundations, which underlie contemporary issues. Much can be learned about the construction and delivery of a good lecture from observing Professor Sandel. In addition, Justice reveals how a traditional lecture style can be successfully combined with a more interactive approach to teaching.

#### **Tape B: Race in the Classroom-The Multiplicity of Experience**

19-minute video

This contains a series of short videotaped vignettes depicting moments in classrooms when the race or culture of participants, a race-related topic, or racial dynamics becomes a major factor in the nature of the discussion. A sample of the issues raised are as follows: how college teachers, students, and administrators can identify issues of race and the classroom dynamics which emerge from them; how teachers can work more effectively and more sensitively when addressing racially loaded topics, teaching classes with culturally and racially diverse populations, or confronting racially charged situations; and

how students can deal more effectively with situations that leave them feeling stereotyped, misunderstood, dismissed, or misrepresented.

#### **Tape C: Teaching in America-A Guide for International Faculty**

38-minute video

Insights and encouragement from more than twenty international faculty members and teaching assistants at Harvard University, all with experience teaching American undergraduates, are offered on this tape. It also includes scenes of actual classes in anthropology, economics, and physics led by foreign teaching assistants, with an analysis of their performance and tips for emulating their success.

#### **Tape D: Thinking Together-Collaborative Learning in Science**

18-minute video

Three models of collaborative learning in Harvard classrooms are presented: an introductory physics lecture, a lesson in celestial navigation, and a section in a physical chemistry course. The classes were taped and their participants interviewed without a script or rehearsal. In each class, students discuss problems and devise solutions with the help of their instructors. For them, learning becomes more than memorization. When they leave the course, as one instructor notes, "They feel they can actually teach the subject".

#### **Tape E: What Students Want-Teaching from a Student's Perspective**

24-minute video

This tape presents spontaneous, unscripted comments on many aspects of academic life from Harvard undergraduates, including freshmen, seniors, men and women, traditional and minority students alike. Among the issues they raise are their preferred styles of lecturing and discussion leading; amount and organization of the work load; relations among students, professors, and teaching assistants; personal issues of individuality, race, and gender; and their own definitions of good and bad teaching.



# *Distinguished Teaching Assistant Award Winners*

General Information about the Distinguished Teaching Award Program can be found at [www.senate.ucla.edu/awards/awardspage.htm](http://www.senate.ucla.edu/awards/awardspage.htm).

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1975

Catharine Edwards, Political Science  
Wayne Evans, Chemistry and Biochemistry  
Sydney M. Flanigan, Bacteriology  
Gregory Lunstrum, Biology  
Edward F. Stoddard, Geology  
Judith Susilo, Dance

1976

Chris Cagan, Mathematics  
Hsi-Chao Chow, Chemistry and Biochemistry  
Michele La Rusch, Philosophy  
Larry L. Loehrer, Geography  
Gloria Switzer, French

1977

Jeffrey Cole, Communication Studies  
Terence d'Altroy, Anthropology  
Kathie Husk, Germanic Languages  
Sharon Klein, Linguistics  
Marilyn McMahon, Theater  
James (Pat) Miller, Mathematics  
Maria Palacios de Erickson, Spanish and Portuguese  
Dwight Risky, Mechanics and Structural Engineering  
Lynn Vogel, Spanish and Portuguese

1978

Joeseph P. Beaton, Geography  
Alice Kumagai, Mathematics  
Thomas Parker, History  
James Reed, Philosophy  
Rosemarie Szostak, Chemistry and Biochemistry

1979

Clive Bull, Economics  
Janice Devine, Geography  
Mary Catherine-Harlow, Philosophy  
Donald Harn, Biology  
Mel Raab, Mechanics and Structural Engineering

1980

Ellen Caldwell, English  
Richard Janda, Linguistics  
Susan Kennedy, Dance  
Randall Moore, Biology  
Debra Watanuki, Kinesiology  
Bryn Stevens, Biology (Honorary Mention)

1981

Rachel Cohon, Philosophy  
Anneliese Gerl, Germanic Languages  
Patricia Gilmore-Jaffe, English  
Alissa Schulweis, History  
Lorrain Tiffany, Kinesiology

1982

Cheryl Bolin, English  
Andres Durstenfeld, Biology  
Gary Mar, Philosophy  
Dorothy Phillips, Kinesiology  
Nancy Sasao, Oriental Languages

1983

Constance Coiner, English (Independent Ph.D.)  
Michael Frazer, Mathematics  
Stuart Rugg, Kinesiology  
Holly Thomas, Philosophy  
Judith Ann Verbeke, Biology

1984

Hector Campos, Spanish & Portuguese  
David Christensen, Philosophy  
Howard Gillman, Political Science  
Leo Hanami, East Asian Languages and Cultures  
Suzy Holstein, English  
Lioba Moshi, Linguistics  
Susan Neel, History  
Paul Padilla, History

1985

Hannah Balter, Sociology  
Bruce Brasington, History  
Bruce Chaderjian, Mathematics  
Barbara Hawkins, TESL and Applied Linguistics  
Jeremy Hyman, Philosophy  
Julia N. Pennbridge, Anthropology  
Laurel Cohen-Pfister, German  
Stuart Shigeo Sumida, Biology  
Reed Wilson, English  
Perry Powell, Kinesiology

1986

Daniel Kerman, Anthropology  
Laura Kuhn, Music  
Nina Leibman, Theater, Film, and Television  
Hans Pfister, Physics and Astronomy  
Shelby Popham, English  
Keith Simmons, Philosophy  
David Smallberg, Computer Science

1987

Mary Docter, Spanish and Portuguese  
Karin Hamm-Ehsani, Germanic Languages  
Linda Lohn, English  
Peter Master, TESL and Applied Linguistics  
John Quackenbush, Physics and Astronomy

1988

S. Michael Bowen, English  
Laura Cummins, Anthropology  
Michael Gehman, Philosophy  
Ruth Anne Lawn, Classics  
Elisa V. Liberatori Pratti, Italian

1989

Stephen M. Buhler, English  
Leslie Ann Knapp, Anthropology  
Pamela T. Lopez, Biology  
Mario S. Picazo, Atmospheric Science  
Katharina von Hammerstein, Germanic Languages

1990

Roger Florka, Philosophy  
Margaret A. Harmon, Biology  
Matthew K. Matsuda, History  
Robert Metzger, English  
Monika R. Sudjian, Germanic Languages

1991

Sophia K. Darwin, Mathematics  
Clayton Dube, History  
John Michael Kearns, Classics  
Susan Koshy, English  
Rachel R. Parker, Sociology

1992

Pamela Bleisch, Classics  
Marc Dollinger, History  
William Gleason, English  
Laurie Pieper, Philosophy  
Jill Stein, Sociology

1993

Glen Appleby, Mathematics  
Katherine Beckett, Sociology  
Blaise Eitner, Biology  
Wendy Fonarow, Anthropology  
Kimberly Monda, English

1994

John Denman, Anthropology  
Steven Herbert, Geography  
Mahafarid Lashgari, Germanic Languages  
Michael Murashiege, English  
Eleanor Townsley, Sociology

1995

Nathan Brandstater, Chemistry and Biochemistry  
Anthony Gopal, Physics and Astronomy  
Gilda Ochoa, Women's Studies  
Daniel Sutherland, Philosophy  
Rebecca Winer, History

1996

Kimberly Carter-Cram, French  
Stavros Karageorgis, Sociology  
Timothy McGovern, Spanish and Portuguese  
Michael Ryall, Economics  
Adam Wasson, English

1997

Joan Chevalier, Slavic Languages and Literatures  
Alan Kessler, Political Science  
Joseph Nevins, Geography  
Rebecca Resinski, Classics  
Linda Van Leuven, Sociology

1998

Shana Bass, Political Science  
Matthew Carlton, Mathematics  
Zoran Galic, Molecular, Cell & Developmental Biology  
Emily Magruder, English  
Earl Williams, Psychology

1999

Timothy Clary, Geography  
Vanessa Herold, French  
John Hetts, Psychology  
Rhoda Janzen, English  
David Klein, Chemistry & Biochemistry

2000

Deborah Banner, English  
B. Campbell Britton, Theater  
Giuseppe Cavatorta, Italian  
Sandra Pérez-Linggi, Spanish & Portuguese  
Dean Tantillo, Chemistry & Biochemistry

2001

Caryl Lee Benner, Spanish & Portuguese  
Ronald Den Otter, Political Science  
Thomas Dubois, History  
Nancy Llewellyn, Classics  
Andrew Sargent, English

2002

Robert Gedeon, Sociology  
La'tonya Rease Miles, English  
Margaret Scharle, Philosophy  
Emma Scioli, Classics  
Christina Yamanka, History

2003

Gordon Haramaki, Musicology  
Bryan Lockett, Classics  
Ramela Grigorian, Art History  
Theresa Romens-Woerpel, Geography  
Louis deRosset, Philosophy

2004

Anthony Friscia, Freshman Cluster Program  
David Sanson, Philosophy  
Indre Vida Viskontas, Psychology  
Kelly Suk Yong Yi-Kang, Spanish and Portuguese  
Jerome-Ieronymos Zoidakis, Chemistry and Biochemistry

2005

Sebastien Breau, Geography  
Adam Fingerhut, Psychology  
Catherine Fountain, Spanish & Portuguese  
Lorenzo Garcia, Classics  
Joseph Hwang, Philosophy

2006

Denise A. Cruz, English  
Brent James, Spanish & Portuguese  
Stephan J. Pennington, Musicology  
Moss Pike, Classics  
James Rocha, Philosophy

2007

Melanie Ho, English  
Matthew Lockard, Philosophy  
Marcie Ray, Musicology  
Sadaf Sehati, Chemistry and Biochemistry  
Carolina Sitnisky, Spanish and Portuguese

2008

Victorino Fusilero, Germanic Languages  
John McCauley, Political Science  
Holley Dawn Replogle, Musicology  
Jordan Smith, Comparative Literature  
Naomi Taback, History









# Emergency Instructions

No one knows when an emergency will occur, so knowing about basic safety practices and planning ahead is important. Instructors and students should become familiar with safety instructions posted in classrooms, labs, and other campus facilities. Be prepared to respond safely and appropriately to a fire, earthquake, toxic spill or accident.

At UCLA, 911 is the “all purpose” emergency phone number. You do not need to dial an outside line from a campus phone, and you do not need any coins to dial 911 from a payphone. When you call 911, try to remain calm. Listen carefully to the operator’s questions and try your best to answer them completely. Do not hang up until you answer all the operator’s questions.

Here are some guidelines for specific emergencies:

## **Fire**

If you see a fire, close the door where the fire is located, activate the nearest alarm, and call 911. When you sound the alarm or hear the alarm signal, get out of the building as quickly and as calmly as possible. Do not use the elevators. Do not re-enter the building until emergency personnel have given the all-clear signal. UCLA does not expect employees or students to fight fires. You may use a fire extinguisher if you have had the training and you feel it is safe to do so. Be aware of campus fire alarm extinguisher locations before a fire occurs.

## **Earthquake**

When an earthquake hits, take cover immediately. If you are indoors, get under a desk or table, or brace yourself in a doorway. In classrooms, instructors should direct students to drop under their desks or seats. Lab occupants should turn off burners if possible, leave the room, and take cover in the hall.

If you are outside when an earthquake begins, move to an open area quickly and drop to the ground, covering your head and neck as best as you can. After the

shaking stops, check for injuries. After a severe quake at UCLA, Emergency Coordinators will lead building evacuations. Follow their directions and do not use elevators. Instructors should keep their classes together and go to campus evacuation areas (large open areas). Wait for instructions before entering buildings or parking structures.

If a large quake occurs during evening hours, take your students outside after the shaking stops. Assemble at least 100 feet from the building. Use blue outdoor emergency phones to communicate with the police. Stay together and wait for help to navigate through the dark campus.

## **Remember:**

*Do not use campus telephones for personal calls.*

*Do not spread rumors.*

*Do not go “sightseeing.”*

*Remain calm.*

*Help others.*

## **Hazardous Spills**

These incidents may involve toxic, chemical, radioactive, infectious, or flammable materials. Students should not attempt to clean up any hazardous material spills. If a spill occurs in a classroom or lab, it should be reported immediately to the instructor or lab manager. If the spill occurs in an unsupervised area or outdoors, call 911. If an evacuation is ordered, instructors should keep their classes together. Do not enter an evacuated building until emergency personnel have authorized re-entry.

## **Accidents**

Call 911 immediately to get assistance. Give first aid to injured victims if you are qualified to do so. Do not attempt to move seriously injured persons. If you are interested in basic emergency care training, contact the

UCLA Center for Pre-hospital Care emergency medical training program at 310-267-5959, the Red Cross at 310-445-9900, or the Office of Environment Health and Safety at 310-825-5689.

## **EMERGENCY AND INFORMATION NUMBERS**

UCLA Emergency Phone Number  
911

Emergency Information Hotline  
800/900-UCLA or x51234 from on campus

UCLA Emergency Medical Center (24 hours)  
310-825-2111

LA County Rape and Battery Hotline (24 hours)  
310-392-8381

UCLA CSO Escort Service (dusk to 1 a.m.)  
310-794-WALK (310-794-9255)

UCLA Information  
310-825-4321

UCLA Police Department (24 hours)  
310-825-1491

Lost and Found  
310-825-1227

UCLA Center for Women & Men (Mon.-Fri. 8 am- 5 pm)  
Services include workshops and walk-in consultation addressing the following:

- Sexual Violence Prevention Education
- Sexual Harassment
- Stalking
- Gender-related Issues

310-825-3945

SAGE/UAW Local 2865  
310-208-2429

