

**FCHD 6961
(1 credit)
TEACHING ASSISTANTSHIP ORIENTATION
FALL 2016**

Instructor: Shelley L. Knudsen Lindauer, Ph.D.
Day: Thursdays*
Time: 8:30-9:20
Place: Gunshed 101*
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Office Hours: By Appointment

*Additional Time and Place Information:

Because there is considerable information that teaching assistants need prior to the beginning of the semester, this course will meet from **8:30-12:30** in **Gunshed 101** on **Thursday, August 25th**, and from **8:30-11:00** in **Gunshed 101** on **Friday, August 26th**. Attendance at these sessions is **mandatory** for students enrolled in this course. As a result of the time we spend during these sessions, we will not be meeting every Thursday throughout the semester. See calendar for class meeting schedule.

Following the **Thursday, August 25th** session, new students are **strongly encouraged** to attend the School of Graduate Studies New Student Orientation from **1:00-2:15** in **ESLC 130**. Students are also **encouraged** to attend the Research Scholars Orientation from **2:30-4:00** in the same location.

Following the **Friday, August 26th** morning session, all students are **required** to attend the Department of Family, Consumer, and Human Development Graduate Student Orientation from **11:30-1:30 pm** in **Family Life 206**. This will include an introduction to department faculty and graduate students, a review of departmental policies, and lunch. At this orientation, please plan to introduce yourself to the professor with whom you will be working as a TA if you have not already done so.

Resources:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Arum, R. & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago, IL: University of Chicago Press.

Lang, J. M. (2010). *On course: A week-by-week guide to your first semester of college teaching*. Cambridge, MA: Harvard University Press.

Merrill, M. D. (2013). *First principles of instruction: Identifying and designing effective, efficient, and engaging instruction*. San Francisco, CA: Pfeiffer.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th ed.). San Francisco, CA: Jossey-Bass.

Svinicki, M. D. & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth.

(note: This text is available in the library or for purchase/rental at the bookstore. Multiple copies are also available for loan from the instructor.)

Course Objectives:

This course will provide students with an introduction to becoming a teaching assistant in a university classroom. Specifically it will focus on students developing an understanding of the roles, expectations, responsibilities, strategies, and ethics associated with effective instruction in the university setting.

Subsumed in the course objectives are the following IDEA objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
(assignment #s: 2, 4, 5, 6)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
(assignment #s: 2, 4, 5, 6)
8. Developing skills in expressing oneself orally or in writing.
(assignment #s: 2, 3, 4, 5, 6)
10. Developing a clearer understanding of, and commitment to, personal values.
(assignment #s: 1, 3, 6)

Assignments:

1) Signed TA/Supervisor Contract (due 9.1):

Schedule a time within the first week of classes to meet with your supervisor. Discuss what your supervisor's expectations are, and what your responsibilities and time commitments will be. While you need to meet the expectations of your supervisor, be prepared to articulate the types of experiences you would like to have, in which areas you feel confident, and in which areas you may need more mentorship. Jointly sign the contract (this will be given to you at the 8.26 class session), make a copy for your supervisor and yourself, and turn in the original.

2) IDEA Supervisor Interview (due 9.29):

Using your supervisor's syllabus, determine what the course objectives are.

From these stated objectives is it clear what the IDEA objectives are for the course? Interview your supervisor, asking him or her how the stated objectives were determined, how decisions were made about pertinent IDEA objectives, and how the assignments and activities in the course support these objectives. Submit a 1-2 page summary of your interview.

3) Journal Entries (due 9.15, 10.13, 10.27, and 12.1):

You will be submitting four **confidential** journal entries throughout the semester. These entries may be handwritten if you choose, and will focus on perceptions about your experiences as a TA and what you are learning. You are encouraged to be insightful, reflective, and candid, yet objective, in your journaling, which will only be seen by the instructor of this course.

*Journal 1: What are your first impressions of the beginning of your course and the enrolled students? Were students given clear information about the expectations and requirements? How did the instructor begin establishing rapport with the students? If you were a student in this course, would you be looking forward to coming to class each day? Why or why not? **(9.15)**

*Journal 2: What types of experiences are you having as a TA? What activities do you most and least enjoy doing, and why? Identify several specific areas in which you feel you are learning or developing, and clarify areas that you feel you need to work on. **(10.13)**

*Journal 3: Talk to me about communication: What communication strategies between instructor and TA, instructor and students, and yourself and students are being employed? How effective are these strategies? Are students engaged in the class? And what are they learning? What is your role in this process? **(10.27)**

*Journal 4: Summarize your successful and, if pertinent, your less successful experiences this semester. What teaching experiences would you like to have in the future, and which ones would you like to forgo? Finally, concisely (in one page or less!) describe your emerging philosophy of university teaching. **(12.1)**

4) Observation and Review of Two Class Sessions (due 11.10):

Identify a rubric or assessment/evaluation instrument designed for observation of a college/university classroom. Using the method you have identified, carefully complete an observation of two entire class sessions: one of the class that you TA for, and one of a class taught by instructor in the department other than your faculty supervisor (you will need to let this faculty member know ahead of time when you will be observing in the class). Submit the two completed rubrics or

assessments/evaluations, along with a two to three page summary of your perceptions of the two class sessions. Include strengths of the class sessions (and WHY they are strengths), and compare/contrast the types of teaching strategies used in the two classes (and WHY they may be similar or different).

5) Attendance and Summary/Review of One Lecture in “Empowering Teaching Excellence” series (due 12.1):

USU’s division of Academic and Instructional Services (AIS) offers a variety of resources for course instructors, including a lecture series entitled, “Empowering Teaching Excellence.” Although the speakers and dates for fall semester have not been announced, three or four of these lectures are typically scheduled each semester. The schedule will be finalized in the near future and will be made available to you. Attend one of these lectures (or view it once it has been posted online). Submit a one to two page summary and review of the material presented, as well as what you learned from the lecture and how you can apply the information.

6) Participation (due all day, every day):

Be there, be prepared, and be actively engaged. Enough said!

Grading:

This course is graded on a P/F basis. Students must appropriately complete all assignments in order to earn a passing grade. Hard copies of the assignments must be turned into the instructor, and must be legibly typed in APA format (with the exception of journals), exhibiting correct spelling, punctuation, and grammar. No late assignments will be accepted. No incompletes will be given in this course.

Course Policies:

Disability Accommodation:

In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444. **Please meet with the instructor during the first weeks of class to make arrangements.** Alternative format print materials (large print, audio, CD, or braille) are available through the Disability Resource Center.

Respect for Diversity:

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s)

regarding ethnicity, gender, or sexual orientation, contact one of the following: Michelle Bogdan Holt, Director of the Access and Diversity Center (435) 797-1729 - michelle.bogdan@usu.edu; James Morales, Vice President of Student Services (435) 797-1712 - james.morales@usu.edu; Ann Austin, Director of the Center for Women and Gender (435) 797-1527 - ann.austin@usu.edu; or the Affirmative Action and Equal Opportunity Office (435) 797-1266 - www.usu.edu/aaeo. You can learn about your student rights by visiting: <https://studentconduct.usu.edu/studentcode/article1>

Sexual Harassment:

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Honor Code:

As stated in the Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Communications via email:

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)

- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

It is your responsibility to check your email account regularly.

Classroom Civility:

https://www.usu.edu/provost/faculty/student_conduct/classroom_civility.cfm

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

*The use of cell phones and pagers is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

*Unsolicited conversations should not take place while class is in session.

*The use of laptops or handheld devices is restricted to course-related activities (taking notes, etc.), and may not be used for other activities (shopping, e-mail, social media) while class is in session.

***Please be courteous to your fellow classmates.**

Student Grievances:

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code:

<http://catalog.usu.edu/content.php?catoid=12&navoid=3174>

FCHD 6961 Calendar:

Date:	Assignment Due:	Preparation for Class:
<p>8.25.16</p> <p>8:30-9:15: Course Introduction</p> <p>9:30-10:30: Introduction to the Center for Innovative Design and Instruction (CIDI) (Neal Legler, Distance Education 204) http://cidi.usu.edu</p> <p>10:45-11:45: Introduction to the Disability Resource Center (David Pruden, DRC) www.usu.edu/drc/</p> <p>11:45-12:30: Student Responsibilities</p> <p>Student Code: http://www.usu.edu/student-services/studentcode/</p> <p>Academic Integrity: http://www.usu.edu/student-services/studentcode/article6.cfm</p> <p>Students Rights, Responsibilities, and Grievances: http://catalog.usu.edu/content.php?catoid=12&navoid=3174</p>		
<p>8.26.16</p> <p>8:30-9:15: Defining Your Teaching Assistantship Responsibilities and Creating a Contract</p> <p>9:15-10:00: Introduction to the Family Educational Rights and Privacy Act (Registrar's Office) http://www.usu.edu/registrar/htm/faculty_staff/ferpa</p>		

<p>8.26.16 (continued)</p> <p>10:00-11:00: Sexual Harassment Prevention Training (Stacy Sturgeon, AA/EO) http://aaco.usu.edu/htm/sexual-harassment</p>		
<p>9.1.16</p> <p>Exactly Who Are These Students? (From the Beloit Mindset List) http://www.beloit.edu/mindset/</p> <p>What the Best College Teachers Do (Adapted from Bain, K. (2004). <i>What the best college teachers do</i>. Cambridge, MA: Harvard University Press.)</p> <p>Some Survival Skills</p>	<p>Signed TA/Supervisor Contract</p>	<p>Arum, R. & Roksa, J. (2011). <i>Academically adrift: Limited learning on college campuses</i>. Chicago, IL: University of Chicago Press. (Chapter 1 on Canvas: College Cultures and Student Learning)</p>
<p>9.15.16</p> <p>Getting Started</p> <p>IDEA (or, whose idea was this anyway?)</p>	<p>Journal 1</p>	<p>Svinicki, M. D. & McKeachie, W. J. (2014). <i>McKeachie's teaching tips: Strategies, research, and theory for college and university teachers</i> (14th ed.). Belmont, CA: Wadsworth. (Chapter 2 on Canvas: Countdown for Course Preparation)</p> <p>http://usu.edu/aaa/idea_faculty_faq.cfm</p>
<p>9.29.16</p> <p>Reading and Writing (and Grading) including APA Style</p> <p>Writing Center: http://writing.usu.edu</p> <p>Academic Success Center: http://usu.edu/asc/</p> <p>Academic Integrity Violations: https://studentconduct.usu.edu/aiv</p>	<p>IDEA Supervisor Interview</p>	<p><i>How to Recognize Plagiarism (Tutorials and Tests)</i> https://www.indiana.edu/~academy/firstPrinciples/index.html</p> <p>Basics of APA style http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</p>

<p>10.13.16</p> <p>Classroom Management (or who really is in charge?)</p> <p>Effective Teaching Strategies for BIG and little Classes</p>	<p>Journal 2</p>	<p>Nilson, L. B. (2016). <i>Teaching at its best: A research-based resource for college instructors</i> (4th ed.). San Francisco, CA: Jossey-Bass. (Chapter 9 on Canvas: Preventing and Responding to Classroom Incivility) (Chapter 11 on Canvas: Matching Teaching Methods and Learning Outcomes)</p>
<p>10.27.16.</p> <p>Communication, Communication, Communication</p> <p>Students of Concern https://www.usu.edu/campusafety/reportingstudents.cfm</p> <p>Counseling and Psychological Services http://www.usu.edu/counseling/</p> <p>Health and Wellness Center http://www.usu.edu/health/</p> <p>Sexual Assault and Anti-Violence Information (SAAVI) http://www.usu.edu/saavi/</p>	<p>Journal 3</p>	<p>Lang, J. M. (2010). <i>On course: A week-by-week guide to your first semester of college teaching</i>. Cambridge, MA: Harvard University Press. (Week 8 on Canvas: Students as People)</p> <p>http://www.usu.edu/campusafety/doc/2008/Students%20of%20concern.pdf</p>
<p>11.10.16</p> <p>Testing...Testing...</p> <p>The Balancing Act: Personal and Professional</p>	<p>Observation and Review of Class Sessions</p>	<p>Lang, J. M. (2010). <i>On course: A week-by-week guide to your first semester of college teaching</i>. Cambridge, MA: Harvard University Press. (Week 10 on Canvas: Finding a Balance Outside the Classroom)</p> <p>Svinicki, M. D. & McKeachie, W. J. (2014). <i>McKeachie's teaching tips: Strategies, research, and theory for college and university teachers</i> (14th ed.). Belmont, CA: Wadsworth. (Chapter 8 on Canvas: Testing: The Details)</p>
<p>12.1.16</p> <p>How College Works (Adapted from Chambliss, D. F. & Takacs, C. G. (2014). <i>How college works</i>. Cambridge, MA: Harvard University Press.)</p> <p>YOUR Survival Strategies</p>	<p>Journal 4</p> <p>Empowering Teaching Excellence Series Review</p>	